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ABSTRACT

Developed by Oklahoma Business Education Teachers under the auspices of the Oklahoma State Department of Education, this book of ideas contains short, one-to-three-paragraph descriptions of activities and ideas to motivate students toward improved business education. The business education content areas included in this document are divided into ten sections: (1) general instructional approaches, (2) accounting, (3) business law, (4) business math, (5) consumer economics, (6) general business, (7) motivation, (8) office practice, (9) shorthand, and (10) typewriting. (VB)

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ED154245

BOOK OF IDEAS
IN
BUSINESS EDUCATION

Activities and Ideas
to Motivate Students toward
Improved Business Education

Prepared by
the Business Teachers
of Oklahoma

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1976

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General Instructional Approaches

GENERAL INSTRUCTIONAL APPROACHES

Give each student a 3 x 5 card and have each write their schedule, address, phone number, locker number, and locker combination on the card. You'll be surprised how many times you will refer to these cards during the school year.

Teach students during the school year to leave the classroom neat (especially the last period of the day). Soon you won't even need to remind them, and you'll rarely need to straighten the room yourself.

Use index cards with class names on them (well shuffled) for calling on students. This keeps you from following a pattern and keeps the students on their toes because the top card goes back into the stack and could be called again.

Use seating charts for each class. This prevents having to waste time calling the roll each day and helps you to learn students' names much faster.

Business educators are fortunate because all we teach can be directly related to life. Point one--The future consumer can participate in role playing with wise buyers discussing current events on the national level or local school level; the secretarial student can develop a skit on interviewing; the typewriting student can compose a time writing on how he/she feels today, or type a letter to a friend or congressional representative about a particular bill. Anything to bring about activity related to current or future experience can be fun and exciting, provided the teacher is excited.

Point two--Open discussion once a week on the "why" of what has been learned, "what" will be learned and evaluation thereof is a participatory thing--action. Two-way open-end discussion should take place now and then to promote feeling, knowing, and sharing.

Point three--Motivation can occur through games--simulation of building a business using homemade props; mapping out market potential for a homemade product within the local area. In typing, races such as a one-minute Grand Prix can be fun. Taking dictation from popular records arouses a want-to-take-dictation attitude leading to the ultimate objective--taking and transcribing dictation at a minimum of 100 wpm. Individualizing can take place through individual student-teacher conferences emphasizing desirable character traits.

Point four--It is a teacher's responsibility to feel the climate is right. Needed information and concepts should be firmly grasped before going on. This may be done through a "fun test" such as a homemade double jeopardy game.

Point five--A teacher who cares and shows it, and who displays genuine sincerity, can motivate. It is important not to overdo any one technique, game, or teaching trick.

All the tricks won't help if the teacher does not care!

Suggested Teaching Approaches
Fairfax, Virginia

For a beginners class, put a short problem on the board and allow students to work with it. The instructor may give any help necessary and answer questions, then either use these problems or give exact problems with different figures for the test.

Christina Hunter
Henryetta High School

Since my classes are small, I have a senior business class in which students are allowed to take a choice of what they would like to take. At present, three students are taking Accounting I, one student is taking Record Keeping, two students are taking Typewriting I, and one student is taking Typewriting II all in the same hour.

Gladys White
Mulhall-Orlando High School

Accounting

ACCOUNTING

Be sure that students see "why" in each phase of study. Unless they understand that the assets are placed on the left side of a Balance Sheet for a real purpose, they are only meeting the teacher's requirements for completing their work without really starting the course with a clear understanding. This same "why" should be emphasized in all phases of learning.

Reba Jo Self
Kiowa High School

We have found that our accounting problems can be more efficiently worked and kept by tearing the pages out of the workbook, punching with a three-hole punch and placing the pages in consecutive order in a three-ring binder. The students are very enthusiastic after they see that this only takes a short time to do (students may work individually or in small groups in punching the holes and placing in the binder). It is also a lot easier to work their problems and to keep them in order.

The hardback binder provided some additional benefits: 1. We found that by the latter part of the year we still had neat, clean, accounting forms to use instead of crumpled, dirty pages that resulted from carrying and using a book all year. 2. Tests and additional problems can be punched and inserted in the binder for future reference and review.

Aurilla B. Reeder
Chandler High School

Place the names of different accounts on cards large enough for students to see. When students see the particular name of an account, they can give classification, balance side of the account, and whether it has a debit or credit balance. A lot of students do not seem to learn the basics of assets, liabilities, capital, etc.

Glenda Talley
Yukon High School

I use the study guides in the workbook as chapter tests. This covers the theory. Students remove the study guide when the workbook is purchased. The study guides are kept in individual folders in a locked file cabinet. Tests are easy to check and don't have to be prepared. I also use the spelling bee type approach for review and reinforcement. The student who remains standing receives points. The Hollywood Square approach is used for review and a change of pace.

Lila Dickey
Amber-Pocasset High School

This year Halloween fell on Friday. Well, you know how students are on Fridays anyway, and this being a holiday, they really didn't want to do anything or settle down. Anticipating this, I had prepared a handout problem for them to do involving Halloween. In this case, we were preparing income statements and balance sheets from the worksheet. They were given the list of accounts of "Witch Hagatha" and had to prepare a worksheet, income statement, and balance sheet from it. All the accounts were silly such as "Count Dracula" (creditor who would prefer payment in blood), etc. The students did get a big kick out of it and weren't expecting it. It kept them busy and motivated them in that it was not the same old humdrum problems from the book. The class seemed to get involved and worked right through the problems.

Brenda Dorsey
Meeker High School

I have my students grade their papers. This way they can see the errors they make. I give a problem test after each chapter is finished and graded.

Lorene Campbell
Okemah High School

I use a game show type situation in getting the students to learn the terms that are essential to accounting. We set up our game like "Password" or "Split Second." I'll read a definition or use the word that I want them to know in a transaction or sentence. The first person to raise their hand and give the correct response gets one point. The students seem to enjoy it, and it is a break from what they call "LBD" (lecture-boredom day). It is a learning situation, even though it gets loud. Sometimes we use teams with the same game situation.

Rob Davis
Deer Creek High School

To promote the idea of ledger entries and posting, use the receipt book and ledger of your school's general fund account. By using this material the students can see in actual use the importance of keeping accurate records, the importance of correct posting, and above all, they can see that what they are doing in the classroom is also being done outside the learning situation.

Danny Thornton
Lahoma High School

We use Internal Revenue Service Tax teaching materials in our Accounting classes in January because a large percentage of our students hold out-of-school jobs and have the need of making their own income tax returns. We feel it is valuable training for all of the students.

Betty Jo Rogers
Gray High School (Idabel)

Have students complete income tax forms by using materials sent out by the Internal Revenue Service. This is very practical because many of the students need to prepare a tax return.

Check completed exercises by asking specific questions on problems, such as, "What was the total of the general debit column in the cash payments journal?" Several questions like this tell whether or not the student's work is complete.

Claudine Reynolds
Valliant High School

Teach income tax returns by using the students' W-2 forms as examples. Bring ledgers and journals from the high school office for audit (Activity Fund Account). The first student to finish becomes a head accountant and helps the other students find their errors, or acts as a tutor.

John Millsap
Checotah High School

When we come to the unit on data processing, I plan to visit a large computer installation in Tulsa. Not only do we look at the complex equipment, but I also prepare the students to look at the type of workers they have and the types of jobs the people are doing that might be interesting to them.

D. K. Keys
Beggs High School

In Accounting, after the complete accounting cycle has been explained, let the students relate the cycle in illustrations on the board, explaining how we get from one step to the other. After this has been thoroughly related to each student, set up an imaginary business. Start at the very beginning and open the books for this business. This helps to get the students ready for their first practice set.

Gary Cartwright
Bethel High School

Use one day in the discussion of the chapter. Use the remainder of the week (longer if necessary) to work in the workbook, with students working in groups of three to four. My accounting class usually consists of eight to twelve students. I have found that the slower students, or students with little interest, try harder to work with their group and contribute to the group.

Kenneth Leggett
Binger High School

Let the students check their own work when they complete practice sets or chapter exercises. They find their own mistakes and learn from this. Keep the answer book at the front of the room near the teacher's "watchful eyes."

Charles Womack
Gray High School
(Idabel)

Dorrace Jo Watson
Fox High School

Kenneth Leggett
Binger High School

Divide the students into small groups and have one student who excels in the class help the other students with their transactions. This is an asset to the slower students and makes a good learning situation for all the class.

Vera Turnbow
Tahlequah High School

In my Accounting I classes, I use the projects as open book tests that are to be completed during class only. I have found that all my students will complete the assignment within the period of time allowed. The students who have not worked as well in the past really get into action and read the previous chapters with which they have had difficulty.

I allow the students to come in to work on the project before school, during lunch, or after school if they need more time to find an error or to make any corrections.

The students work without assistance from each other, but I am available to help when there is a problem. I am pleased with the enthusiasm and interest my students show with the project.

Janice Johnston
Clinton High School

After the balance sheet is introduced and before problems in the book are assigned, I have the students prepare a balance sheet for themselves (so they may find out their personal worth). They learn and understand better the meaning of the terms assets, liabilities, and owner's equity.

Elaine Corum
Arnett High School

To emphasize the relationship of the various steps of the accounting cycle and to provide the student with a model of each step, use an accumulative project as you introduce each chapter. This gets the student involved in learning immediately.

Annandale High School
Suggested Teaching Approaches
Fairfax, Virginia

I let my students check their own homework against a key I have placed on a table in the front of the room. They are to complete the problems and then check. The work must be corrected before it is handed in. It provides the students with the opportunity to see their errors as they are made and to see immediately the correct way to do their problems. I then check their work and give them proper credit for the assignment. This checking procedure has helped prevent student frustration in finding out later that the same mistake has been made repeatedly.

Joyce Burpo
Sooner High School (Bartlesville)

As a learning situation, the first problem (on a new assignment) is placed on the overhead projector by the teacher. The students and teacher work together. The students become involved and seem to understand better. The students tell what amounts to record and if they agree.

Marcelyn Keller
Kingfisher High School

In a large accounting class, I let students work in pairs. This helps me because it is impossible to answer all of their questions and give each one individual help. I also order the IRS material to use in my classes along with resource people and field trips.

Quincy Dawes
Cushing High School

When doing practice sets (especially with a large class), I assign each person a working partner. Then everyone has someone to go to for help when I don't have time to get to everyone. The partners can be chosen so copying doesn't go on and I have never had a problem. I have found one student does not want to do all the work and have the other one copy it.

Cheryl Wilson
Beaver High School

To concentrate on terms or theory, we play Bingo using words instead of numbers. They enjoy this and it breaks the daily routine. I give a pen to each student who "Bingos." My students enjoy doing practice sets. I require one set each semester and give bonuses to those completing extra sets. This is motivating and a lot of experience is gained.

Myra Leist
Lookeba High School

While on the chapters on payroll, I compose a problem using the students as employees in which they prepare a payroll register, W-2 forms, quarterly reports, and income tax returns for each one. I get free forms from the Oklahoma Tax Commission and the Internal Revenue Service.

Lily Mae Cagle
Allen High School

DATA PROCESSING: We are teaching a Data Processing class for the first time this year and have a set of good transparencies and filmstrips to use with the set. When we begin the unit of accounting which involves data processing, we take a field trip to a nearby bank to see their equipment.

Betty Rogers
Gray High School (Idabel)

Business Law

BUSINESS LAW

To familiarize students with the written phase of state law, I assign typewritten reports in business law making the statutes one of the required references. The students are required to follow the manuscript rules in typewriting, including footnotes, table of contents, bibliography, etc.

Jo Ann Kirkes
Talihina High School

The Big Brother or Buddy System. Each student makes it a point to become acquainted with a local police officer who describes his/her job to the student. The student may even go on calls and spend time with the police officer while she/he is on duty. They are able to discuss problems peculiar to our city or a particular area within the city. This experience teaches the students to be aware of the importance of the law enforcement arm of our city government, and builds respect for police officers.

Fern Tims
Chickasha High School

In teaching contracts, it helps if students participate in situations of valid or void contract. While teaching offer and acceptance, make cards lettered (A) Offer and (B) Acceptance. Number each set consecutively, making enough sets for the entire class. Give the students a few minutes to look over the case, then call a number. Have the number one students read each part. After they have read it, ask them if they have made a valid contract, then allow some time for class discussion, disagreement, etc. This is more meaningful than simply reading "rules" of offer and acceptance. This same method can be used in a number of areas of business law.

Winona Ensminger
Ringwood High School

Use the class members to play the role of different individuals in a courtroom situation. They can understand decisions better. Have a judge, jury, lawyer, etc. act out a case. Use some of the cases at the end of the chapter or other sources.

Zane Harding
Boynton High School

Take a field trip to the county court to see civil cases tried.

Annandale High School
Suggested Teaching Approaches
Fairfax, Virginia

Business Mathematics

Teach the Test (beginners). Put a short problem on the chalkboard. Allow students to work with it. The teacher should give any help necessary and answer any questions the students might have. Then either use these problems for the test or give an exact problem with different figures. Example: A shirt has been selling for $5.00. It is reduced for a sale to $3.50. What is the rate of reduction? State the answer in a formula. (Answer -- 30%).

Christina Hunter
Henryetta High School

When teaching "Interest," we let one student be President or Manager of a bank or loan company. She/He explains the method used, whether Banker's Method or any of the other methods of computing interest. This makes class more businesslike.

The Federal Reserve Bank of Oklahoma City is an excellent place for a field trip. Appointments can be made there for student tour groups. This allows students to understand money and banking a little better. A firsthand view of a "banker's bank" is available. Other banks in the area (preferably within walking distance) are usually agreeable to having student groups. An administrator at the bank can explain some of the aspects of their bank and the money process.

Jeanne Thaxton
Edmond Mid-High School

I use the chalkboard approach in business math. Before assigning problems, I try to make it a practice to go over a few of the problems in the homework with the student; however, because of limited time, I sometimes find it necessary to assign homework before thorough discussion. I grade almost all homework in class. The students exchange papers and seem to really enjoy this. Then I ask students if they have any specific questions regarding any of the problems. If they do, I go over these problems on the chalkboard first. Then if time permits, either the students or I present solutions to other problems on the chalkboard. I find this approach beneficial and the students seem to gain much more from it than just discussing the problems orally in class.

Doris Marley
Elgin High School

"Aha!" exclaimed Chicken Little, self-appointed spokesperson for the hens, when she heard of the bunnies' good fortune. After a conference with Henny Penny and her co-workers, she immediately negotiated for payment of time and a half for all hours in excess of 40 hours per week spent on the nests. Assuming a regular rate of $2.40 per hour, calculate the total gross pay for each who worked the following hours.

Henny Penny - 41½ hours _____
Lou Leghorn - 40½ hours _____
Patty Pullett - 39 hours _____

Ed B. McCullough
Central State University

Following the conclusion of each chapter in our textbook, I use the speed drill. On Friday I assign the speed drill which consists of 50 problems. The students are given 40 minutes to complete them. Then we check answers and chart their scores. This exercise continually refreshes their skills.

Mary Patman
El Reno High School

Use stories to make the test more interesting. (Easter is near; it is time for a test; don't mind the stories; it is all just in jest.) The Easter Bunny, faced with heavy demand, disinterested bunnies and lagging production, put the following payroll plan into effect. For each egg colored, the bunnies

were to receive $.25 (up to 500 eggs). Any bunny coloring more than 500 eggs per week would receive $.35 per egg for every egg over 500. For the following workers, show their gross pay, social security, withholding tax and net pay amount of their check. Use weekly tables for tax and assume all but Flopsy are married. (12 answers, 1 point each)

Employee and Units	Exempt	Gross Pay	Social Security	Withholding Tax	Net Pay
Flopsy (525)	3				
Mopsy (600)	2				
Peter Cottontail (500)	1				

Ed B. McCullough
Central State University

Consumer Economics

Let students decide on a business that they would like to have. From that point, they can go many ways. Examples are: Draw up floor plans; write advertisements; tell how many employees will be hired; how they will be paid and what hours they would work; what type of banking services they would need for their business; what kind of insurance they would need, etc. This, in a way, works along with a career they are interested in. For example, a student who wants to be a farmer might operate a farm implement store; a student interested in law might establish a law firm. The students may think of other ideas.

Marideth George
Cherokee High School

At the beginning of the school year, each student is given $500 in monopoly money to use in investing in one company on the American or New York Stock Exchange. Each week the student hands in a written report on the progress (or lack of it) on this investment. At the end of the year, a comprehensive report is given by each student. Prior to the purchase of stock, at the beginning of the year, a unit is presented on the subject and several speakers are invited to speak with students. The speakers may include a stock broker and an accountant who can explain tax reporting on gain and loss due to the purchase and sale of stock.

Donna Stokes
Blanchard High School

An easy way for students to learn banking terms and definitions is to have a concentration board. Have the terms on one card and the definitions on another card. Divide your class into two groups. Let them call a number and then they have to find the definition to match the term. If they do not get a match, the next group chooses. One might want to give a prize to the winner.

Audine Cooper
Allen High School

Use material available: telephone books (how to use); newspaper advertisements (how to answer for jobs, etc.); price of items on sale (where to shop for best bargains); how to call for room reservations; how to read menus; how to rent cars for travel. Teach practical, everyday experiences.

Dorothy Coble
Tecumseh High School

Newspaper clippings regarding decisions made by the President, Governor, or legislature are read and then the class discusses the effects these decisions will have on the following: inflation, recession, unemployment, supply and demand, etc. Students become more interested in current affairs, read newspapers and watch television news more and more. The students enjoy discussing these affairs and how they will affect them. I have had last year's students tell me several times that they miss discussions of this type and still think of them when they read or hear news items relating to our past discussions.

Wilmatine Griffin
Paden High School

We usually study a unit on savings early in the first semester. One of the chapters is about the stock market. After completing this chapter, each student is given $25,000 in imaginary money to invest in the stock market. They are required to invest in at least three different industries, and all must be listed on the New York or American Stock Exchange. During the year, the students keep track of how their stocks are doing. In May, the students sell their stocks and are charged a three percent brokerage fee. The students calculate their profits or losses. They seem to be very interested in how their stocks are doing over the year.

Lena Vee Deeds
Olive High School

A debate may help to make collective bargaining more realistic and meaningful to students. Have one group represent management and one represent labor. Some time should be spent on introducing assignments in such a way that students may develop a strong feeling for the arguments which their particular side will present. Also, time should be allowed during class for group preparation.

Betty Slavin
Oklahoma School for the Blind

Teach students to shop for quality products at best prices. See that students understand the meaning of prime rate of interest and how it effects interest rates of consumers. Set up a corporation letting each student invest $2,000; then give an amount of expense and profit to each student so that they might figure their share of profit. Teach students to figure simple interest (50 percent cannot do this). Be sure students are able to prepare a family budget. They must understand the free enterprise system and the difference in emotional and rational advertising.

Jeff Holcomb
Kellyville High School

At the first of the year, assign two or three students a list of products to price each week in the local supermarket. Use these figures to teach and reinforce ideas of inflation/deflation and a price index which they recognize on television each month as a consumer price index or a cost-of-living increase. This is fairly easy to understand and does convince some students that a higher income may leave you the same amount of consumption satisfaction, more consumption satisfaction or possibly lower consumption satisfaction due to the value of money.

James N. McGee
Colbert High School

Whatever phase of business we are studying, we try to compose a series of business letters to fit that phase. Some students write as consumers; others pretend to be a company receiving the letter requesting a purchase. Sometimes we follow through with a complaint, a compliment, a request for additional goods, etc. Many of my students seem to lack experience, so we try to include invoice-type forms in purchases, installment buying, keeping records, computing postage, general bookwork, and telephone communications in reference to inquiries from correspondence. The students like to get involved in this type of continuing activity and we can use most of the methods that we have learned.

Marilyn Hoover
Chandler High School

Make up cards with the words used at the end of the chapters as in Bingo. Give a definition--they have to know the word for the definition.

I have found in General Business that if I allow the students to participate in the class activity, they are more easily motivated and become more actively involved. This can be done by forming groups, each group presenting different chapters. The students are responsible for writing questions over their chapter, grading them, and going over them in class. Also, groups can give reports, contact speakers, and arrange for them to come and speak.

Jeanette Fuksa
Waukomis High School

Consumer Unit. Prepare posters comparing labels, both food and non-food, as to cost, weight, ingredients. Have each student prepare a poster and orally explain ideas to the class.

Banking Unit. Obtain forms from local banks, such as signature cards, checks, passbooks. If possible, have enough so each student can fill out actual forms.

Economic Systems. Prepare oral reports on the economic system of a country of the student's choice. In the discussion following each report, discuss the system of the particular country. It seems easier for the student to understand this way.

Mary Ann Pritchett
Prague High School

Comparative Shopping Trip to the Local Supermarket. Before going to shop, students (with the assistance of the teacher) will make a list of staple items and the price they think the items will cost. During the shopping trip, they will check their estimated price against the store price. This is a real revelation for the students as they usually are astonished at the difference. I also have the home demonstration agent come and talk to the class on economical food buying.

Nancy Horn
Anadarko High School

Have the students pair up as husband and wife. Have them make out a list of things or duties shared and things only one will do. Have them work out a budget and give them problems that they will work out as a team. Include financial problems. Bring in the expenses for the birth of a child. They can visit a grocery store and "buy" their first supply of groceries by comparing prices and getting the most for their money. Give them a problem such as a death in the family and let them visit a funeral home. You can think of others.

Alita Horn
Anadarko High School

Divide the class and debate the issue "How to Finance the Government." My students debated whether to have "sales" or "poll" taxes. We did our research at the local college library where the librarian taught the students how to find research materials. This develops many skills simultaneously.

Barbara Langley
Stonewall High School

General Business

We listen to the tape "Checking Out a Used Car" and also use the booklet that goes with the tape. Then we go to a used car dealer and check out a car.

We use tapes and student record books from Modern Consumer Education published by: Grolier Educational Corporation, Instructional Systems Division, 520 West John Street, Hicksville, New York 11801.

Patricia Foster
Varnum High School

Make up bingo cards using the words at the end of the chapter instead of numbers. Give the definitions. Students have to match the word with the definition.

Nell Claunch
Jones High School

At the end of each unit, I give what I call Practical Tests. I create real situations such as getting married and buying a home, furniture, insurance, etc. This is just one more way to emphasize the idea that the things the students are learning in General Business are things they need to know.

Rheta Pike
Chickasha High School

To familiarize the students with the procedures of a checking account, I make up a transaction sheet which has as many as thirty different transactions, then give each student a book of checks with either a check register or stubs. Using the transaction sheet, each student will enter into the checkbook the different transactions. When all students have written all the checks, they turn them in to the teacher who returns all but three or four checks along with a bank reconciliation. Each student will then reconcile their checkbook with their bank statement.

William M. Hewitt
Dewey High School

I have my students make a list of grocery items. They go to three different grocery stores and compare prices on the items. I show them how to calculate the sales tax and tell them to find the total amount they will have to pay at each store. We discuss the reasons why some stores might have to charge more than others for the same item.

Mary Johnson
Hominy High School

I display posters concerning check writing and various kinds of negotiable securities. My students are interested in learning what things will "spend" besides cash money.

Larry Warren
Haileyville High School

When we had a unit on advertising, I had the students make up an "advertising manual." They could go to any business or company and collect ideas to put in the manual on how they advertised. They would use the same slogans, pictures and pamphlets given out by the business; they could also take pictures of billboards or they could give their own ideas on how they thought the business could advertise. I had students who made good notebooks on a lot of different businesses, ranging from Wonder Bread to the local Ford dealer.

Kent Shellenberger
Yukon High School

Encourage students to contact persons in the community or nearby area who are engaged in or are knowledgeable about a particular topic that we are studying and invite them to lecture to the class. An example is the Insurance Unit. When studying this unit, we usually have representatives from three or four insurance agencies visit the class and discuss automobile, life, property, social security, etc. The student makes the contact, arranges for the time and introduces the guest. This gives the students an opportunity to get acquainted with the business world and also gives the business people an insight into what we are teaching. The student responsible for arranging the lecture is given an extra ten points on their grade.

Alma Taylor
Wilburton High School

Each student contributes 25¢ and in return gets $10,000 to use as investment in the stock market. They are free to buy and sell as they see fit during a certain time period. The student who has the most money after all buying and selling is done gets all of the quarters.

Jenny Cooper
Fort Supply High School

Income taxes are inevitable. The old saying, "There are only two things in this life that we must do: one is to die and the other is to pay taxes," should justify the coverage of this subject matter. The IRS provides student booklets, teacher manuals, etc. that are not too difficult to use even in this confusing area.

Mike Lambeth
Mason High School

The class went to all the grocery stores in town, including those in two nearby communities, and compiled a list of a dozen specific items and their prices. We displayed this list on the board, which created an interest in all the classes meeting in the room.

Dorothy Frazier
Ryan High School

One of the most successful projects used in the general business course at Humble High School was the students' simulated buying and financing a car. A committee of three students visited the showroom of the local Ford dealer, where they experienced being "sold" a car by a salesperson who was not aware that the potential "sale" was a class project. The committee selected several current models and reported their choices to the class. The class read about the cars in Changing Times magazine and, after much debate, voted on which model to buy.

A salesperson drove "our" car to school and the class inspected it thoroughly. One student's car served as a trade-in, and the salesperson appraised it and set a trade-in price.

A local banker was invited to visit the class and to bring copies of all the papers that would be used by both the bank and the buyer if the car were financed through the bank. Each student filled out a set of the papers, using the prices quoted by the car salesperson. Since most of the class members were juniors and seniors and many hoped to buy cars soon, they were very interested in the amount of interest and how it was figured, etc. The banker discussed truth in lending requirements, credit rating, and repossessions. The class got into quite an argument about title insurance.

Both the Ford dealer and the banker who helped plan the project were extremely cooperative, and even the most "tuned out" students participated enthusiastically in this project.

June Dowdy
Business Education World

As a stock market project, I give the students $10,000 (imaginary money) for them to spend on the stock market. They buy in 100 share lots and spend as much of the $10,000 as possible. Each week we check to see if we gained or lost and then at the end of the semester, we sell our stock. This is good practice for working with fractions and gets them interested in looking at the stock information. Each student writes a letter to a broker and gets information about his/her stock.

Marideth George
Cherokee High School

Our high school has devised a mini-business course that covers several short courses in machines, filing, payroll procedures, income taxes, etc., with students selecting their areas of interest. Two or three teachers teach certain courses.

Judy Wood
Sayre Junior College

Student Budget. Have students make an estimate of their receipts (either from work or allowance) and their expenses. This can be done for either a one- or two-week period. Then have them keep a record of their expenses.

Have students choose an article of interest to them (stereo, tapes, clothing, cars, cycles, etc.) and compare prices, quality, etc. Have the students report their findings to the class.

Patricia Foster
Varnum High School

Divide the students into groups; introduce a unit; then allow each group to select an area of study within that unit to present to the class. The presentation may consist of a bulletin board idea, an oral report, a skit, telephone conversation, interview, slides, game, contest or scrapbook. The teacher must know what's going on in each group and tie the ideas together, making sure that the unit is covered thoroughly.

Sue Bornmann
Bennington High School

We have initiated an on-the-job training program for those enrolled in General Business. Students work in the concession stand, take care of concession machines, and keep records for each. They do inventories of merchandise, figure profit and percent of profit. The students have been favorably impressed with this program. They learn to count money, make change, prepare deposits, check invoices and learn to deal with people, both juvenile and adult. This program has also been very profitable for our school.

Mildred Ellis
Stringtown High School

In our unit of study on "Travel" in General Business, I have each student plan a trip to a place in the United States they would like to visit--a place they have always wanted to see. Planning the trip includes map study, writing a letter to the Chamber of Commerce for information, estimating the cost of travel, meals, lodging, souvenirs, etc. The students present their trip plans to other class members in the most interesting way possible.

Elouise Jeffrey
Grant High School

Let each student "invest" a certain sum of money in the stock market. They learn to read stock market reports; learn some math by multiplying the number of shares of stock times price; and they see how the stock market is affected by changing conditions in the world.

Visit the telephone office during the unit on Communications.

Claudine Reynolds
Valliant High School

Make a matching test, including some that may not match so that students have to think. Give part of the class the answers and the rest of the class the statements. Have them go around the room matching their answer or statement.

Allene Gillespie
Red Oak High School

Income Tax. In January we lay the textbook aside for about four weeks and learn to fill out income tax returns. The material is free from I.R.S. and is ordered in September or October. It includes all the material we need. Students are proud of their skill and even help many people in the community to fill out both forms 1040A and 1040, with schedules A & B (Itemizing). They love it.

We also play monopoly, keep scores and give grades. This teaches skill in many areas such as buying, renting, selling, etc.

Mrs. Lela Smith
Pocola High School

During the orientation period all the students take an imaginary job and earn a paycheck. They learn about the deductions and their take-home pay. Then we work together and prepare a budget to determine the amount that will be spent for necessities, luxuries, and savings. This proves to be an interesting project. We use outside resources: we shop and learn about grocery prices, read newspaper ads for apartments and the rent prices, determine clothing costs, installment buying (television sets, cars, stereos, etc.), future education costs and employment opportunities. Students are amazed at how rapidly the funds are spent. We spend time in determining how we can save on some of the expenses. Students are allowed to spend the money for the things they desire. Each student works on the project individually, presenting it to the class at a later time. The ideas and figures are discussed and a budget is prepared, which is placed on the chalkboard.

Marinell Richison
Eufaula High School

If there are two classes of General Business, they enjoy having a spelling bee. The competition is good for motivation, plus they learn to spell the terms. This will work with one class, but the competition isn't as high as it is when two classes compete.

Have a quiz for points (1-5 or 1-10, etc.). Put one question on a piece of paper, fold it, put it in a box. Have enough questions so that all students will have one each. The terms in the chapter are also good for this. Let the students draw their question.

Linda Parker
Webbers Falls High School

In advertisements, I have the students choose a product and write their own television commercial. It must be original. Then the students dress their players and present their commercial. They also make up their own promotional sales letter, designing their own letterhead.

Jim Simmons
Glenpool High School

Students visit a new car dealer and a used car dealer. They discuss credit terms and cash prices as though they were buying. They are to notice the difference in the sticker price and what the dealer will take. They find out the cost of credit. Then the students go to a commercial bank, a savings and loan, and a credit union to compare the cost of a loan.

Helen S. Paden
Coweta High School

Review different advertisement appeals used by companies. (Examples: straightforward, bandwagon, ecology, special offer, youth, etc.) Students then divide into groups of two or three and go through these steps in planning an advertising campaign. First, as the manufacturer they decide what their product will be. Then as the researcher, they develop a questionnaire to determine what points about their product they want to emphasize. The third step is to do the art work on the product. (If they choose a detergent, a box could be covered with white paper. It would be ready for their own drawings or pictures could be cut from magazines.) The fourth step is to design an advertisement to appear in a magazine.

Marty Walker
Okay High School

The local bank furnishes the entire class with individual checkbooks (including stubs). I prepare a ditto problem: writing checks, preparing deposits, usually using the entire checkbook. (Leave one or two extra blank checks at the back for possible errors.) Then I give the students a bank statement which they must reconcile. A service charge should be included since they have a tendency to forget to deduct from their check stub. Another "pitfall" is that they think one complete stub is used when a deposit is made and that the same stub cannot be used to write a check. This area needs stressing many times.

Sue Nell Grooms
Westville High School

I use the idea of showing the students how the subject matter will definitely help them in their lives after they are out of school and earning their own living. I use a supplementary workbook which allows the students to do actual work in the areas they have just studied.

Eddie Ogdon
Muldrow High School

To teach the channel of distribution, I used one fourth of the class as producers who had to make or come up with a product. They sold their products on the open market to wholesalers who in turn packaged, named, etc. and resold the product to retailers, who displayed the products to the consumers. If anyone was unable to sell all or part of the product, then that student moved to the next section. Door-to-door selling was the final section in the process.

Frankie Martin
Wayne High School

I use the business vocabulary at the end of each part. Requiring this seems to get more of the students to at least read the part we are studying. They seem to understand the discussion better.

Bob Pratt
Purcell High School

In the unit "Consumers and the Business World," I borrowed two interesting films from the Better Business Bureau in Oklahoma City. One of the films is entitled "Too Good to Be True." The other film is about the BBB itself. Both films are free.

In our unit on Banking, the local banker was a very good guest speaker. I gave him a list of suggested topics.

Terri Breitling
Newcastle High School

Postal and Shipping Services. Use catalogs to teach General Business students how to compute parcel post charges. Let them fill out an order blank, ordering whatever they wish. They then use the parcel post charts in the catalog to determine the charges.

Sue Morrow
Konawa High School

Unit on Career and Application for Jobs. I found it useful toward the conclusion of this unit to have students prepare skits on either the proper or improper method of making an application for a job or job interview. All students use the preprinted evaluation form to guide composition of skits and to provide student evaluation. They enjoy it and their ideas vary considerably.

Pat Pertile
Bethel High School

Stock Exchange. In the unit on stocks and bonds, we buy our stock from the newspaper. Each student is allowed $100 imaginary money to buy stock from whatever company they wish. Then they must keep a chart each day on their stock changes. We have a major chart in the room with each student's choice of stock listed and the beginning price. At the end of a week or 10 days, the students sell their stock. The students become aware of the changes that take place. Some may still be checking their stock at the end of the year.

Carolyn Roberts
Nilson High School

To review at the conclusion of any unit, the class may be divided into committees. These committees are assigned one chapter each on which to give a panel discussion (questions and answers and visual aids). A leader in each group leads the discussion and asks questions of panel members. Magic markers are used to make visual materials. Stress posture, using complete sentences, poise, listening and attentiveness.

Dorrace J. Watson
Fox High School

Unit on banking and check writing. A checkbook with stubs was obtained for each student from the local bank. Each student was given a beginning balance in their account. For one month on a daily basis students were given checks to write and deposits to make to their accounts. At the end of the month, each student was given a bank statement so they could reconcile their checkbook. This learning process seemed quite effective in teaching the students how to write checks correctly and to instill in them the habit of keeping an accurate record of their own personal account.

George F. Stouffer
Chattanooga High School

In teaching the unit on Transportation and Travel, I give the students a map of the United States from which I give them a state quiz. I also use the letter puzzle in which the students locate the names of the 50 states. This proved very interesting as they were competing to see who could finish first.

Reta Luper
Carnegie High School

My students enjoy doing the short skits furnished by Southwestern to introduce the units.

My class is very poor in mathematics, so some of the students use the adding machine to figure their math problems, which in turn teaches them another skill.

The trip to the bank was a highlight, and the films on FDIC from Sterling Films were very useful for beginning the unit.

Karen Wheeler
Sentinel High School

When teaching the unit on banking (check writing specifically), I run off checkbooks (4 checks on a ditto page cut up and stapled in books) and have the students keep a record of the checks they have written. Usually I prepare a problem (as similar to their own needs and expenditures as I can) to give them the real practice of writing the stub, then the check and also keeping up with deposits in their own checkbook.

Mary Cothran
Durant High School

To reinforce basic addition, subtraction and conversion skills. Materials: tape measure, yardstick, scales. Put chart on board. Include student's name, height, weight, arm length, nose length, foot length, hand span, or whatever you prefer. Fill in the chart on the board according to each student's measure and weight. After this is done, give a quiz on various objects on the chart. Jane's feet are how much longer than Mary's? What is the total of the height column? Students have to convert inches to feet. There are all sorts of questions to encourage the students to think and to make a decision on how to arrive at the answer. They love it because they consider it a game.

Linda Parker
Webbers Falls

Motivation

MOTIVATION

Use your community for field research. As the class studies a particular topic, have the students survey and analyze its existence in their community.

If you find it difficult to convince students to dress the part of stenographers or secretaries at least once a week or even biweekly, suggest that they and the teacher dress for the office on the birthday of every student enrolled in the course. You can call it "Executive Birthday" day. Students are quite willing to participate in this activity, and it encourages a better relationship among members of the class.

Falls Church High School
Suggested Teaching Approaches
Fairfax, Virginia

Use occasional "buzz" sessions to solve problems and report results to class.

In order to encourage more involvement by the students, divide class into several groups (with a chairperson) and have them present a portion (unit, chapter, or section) of teaching material. Training aids and handouts should be developed by students.

Motivation. Students do not come to us liking all they must learn, but they learn to like it through motivation and by building a desire to learn and to remain actively involved in the learning process. Generally speaking, motivation may occur when : (1) Learning has meaning and is related to life. (2) Students are made aware of the purpose or worth of learning. (3) They play an active role in the learning process through realistic activities. (4) There is a readiness to grasp, attitudes are good and preliminary information for growth-learning has taken place. (5) There is rapport between teacher and student. Both must be enthusiastic so that the sharing of the human experience of growing may take place. Thus, it is helpful to create an environment that is conducive to interest, challenge, and enjoyment.

West Springfield High School
Suggested Teaching Approaches
Fairfax, Virginia

Business clubs, if active, can have a very positive approach for any school. Business clubs can work as an advertisement concept to encourage more students to enter the business field and to create a learning situation for all students. Our club has business leaders from industries as guest speakers, local college professors talk about careers in business, and local law enforcement people have talked about crime prevention. The club has field trips to local and out-of-town industries such as the post office, Southwestern Bell Telephone Employment Center, and others. The past two years our club has visited Bache and Company (stock brokers) and bought stock. The students watched the stock in the newspaper and made a graph showing the increase or decline. The dividends go into the club's treasury. If you don't have a business club and want a real learning experience--try it.

RozAn Fraser
Byng High School

We publish a class news bulletin occasionally (3 or 4 times a year) on class activities and the class members. We also apply our accounting to the students' farming activities which gives the students something to relate to and makes learning more personal.

An interesting and fun way to teach is with the use of flash cards. The student calling out the answer first gets the card. The student with the most cards then presents the next round to the class.

Herbert Tustison
Caddo-Kiowa AVTS

This is not an original idea as it appeared in the Southwestern Newspaper several years ago. To start the project, each student wrote letters to the business people in our town, asking if they would sponsor a student for one day's work. The student would work without pay for the day. A card for accepting was enclosed with the letter. (This involved typing, cutting a stencil, making mailable copies, etc.). In response to the letters returned by the business people, the student wrote a letter of application stating their qualifications. The students worked for the day in businesses such as T.G. & Y., grocery stores, service stations, drug stores, etc.

After their day of work, I had each student compose and type a paper describing their day on the job. The students also wrote thank you notes to the business people. We received letters from the businesses telling us how much they enjoyed this project.

Elizabeth Stuteville
Fort Cobb School

I give oral psychology, personality, and self-improvement tests to instill enthusiasm in personality development. These tests are a very good basis for class discussion and self-improvement motivation. The students choose the areas in which they are rated low and, as a group, we spend time in class and outside class improving these characteristics. For example, we devoted a weekend to "smiling." This was fun for me as well as for the students.

Tests can be found in almost any magazine. Change a few words to make it "your" test. Be sure to preview and change it before giving it to the students. Asking questions aloud and having students write the answers avoids getting involved with copyrights.

Ann Maloy
Western Vo-Tech

I believe all business education teachers should have actual experience in the business world before they are certified as business teachers. They would be better teachers and could motivate their students better. They should work at least one year in the business world.

Dorothy Coble
Tecumseh High School

Be standing in the classroom door at least five minutes before each class begins. Greet each student as he or she arrives; give them some word of encouragement as they enter. Start the class promptly with a well-prepared lesson, no "bull" or "hedging." Smile and welcome the tardy student, finding out later if the parents or the student was responsible for the tardiness. Give the students their "money's worth" every minute, and problems will not arise. Skills will develop in spite of the teacher.

Maurine Fails
Sayre Junior College

Make an Honor Roll which displays the student's name, hour, and grade for those students making an "A" or better. Leave this on display for about a week, or until the next test.

Judy Renner
Choctaw High School

I use class periods occasionally to talk about what is going on in business in general. Since I have had extensive experience in various businesses, I find this motivates the student to get away from the textbook and talk about something he/she is interested in. Furthermore, I feel that business teachers should be required to spend an intern in business just as teachers are required to do student teaching before teaching. It would do wonders for stimulating students.

Joe M. Wortham
Canadian High School

Don't divorce yourself from one of the easiest to use and most effective teaching devices--brainstorming. Using the "spark plug," a student who keeps "firing" the problem to the small group of five or six students, and the recorder, who writes all ideas presented by the team, the 90 second brainstorming session can produce a wealth of information that is of interest to the students and might be overlooked by the teacher during preparation. It is a great motivational device. Try it! I'm sure you will like it.

Robert J. Olney
Wagoner High School

Since Business Education and Home Economics both try to prepare students for the years when they are no longer in school, we should incorporate business situations into home situations and home into business. Most women will have a job sometime in their life. Good grooming is stressed in Home Economics; therefore, combine proper dress for the business world; emphasize neatness and dependability as a good combination for both the business world and home life. Accounting and General Business should be stressed to help a student in budgeting and consumer buying.

Sue Slusser
Agra High School

In order to let students learn without their realizing they are putting forth an effort to learn, I construct games based on television programs such as Concentration or Password. I also make a game of bingo with definitions and terms from the current unit we are studying.

Betty Sanders
Clayton High School

I composed about fifteen projects and told the students they had to complete nine for a passing grade; any grades over that amount were used as bonus points. This covered Business Law, Communications, Display Advertising, Etiquette, Business Behavior, Business Math, Credit, Banking, Management, etc. This helped emphasize the total class discussion on each area.

I have a sign press in my room; last year I made all the signs that were needed. This year I taught one person in each class to use the sign machine, that person taught one more, that person taught another and so on. Now the students do all the signs on a rotating basis. I use this same method for the cash register and adding machine.

Pat Mashburn
Lindsay High School

I sometimes use a Bingo game in business subjects. It works on the same order as regular Bingo except business terms or facts are used which apply to the particular subject area. The letters called have the questions and the cards the students have contain the answers.

Irene Busler
Butler High School

Office Practice

OFFICE PRACTICE

For students who are relatively sure they are going into office work, I have them choose a business they would like to visit for one day. Each student writes a letter to the business of his or her choice explaining what we are doing in class. The students ask permission to visit the business and arrange the details. They are excused from school one day to make the visit. After the visit, I have them write a "thank you" letter. I have found this to be very helpful for most students.

Frankie Blankenship
Stigler High School

We type from voice tapes--office, legal, and medical. We do adding machine drills, data processing, alphabetizing, and filing. We do master copies, mimeograph, stencils, letters, envelopes, resumes, term papers, reports, etc. In other words, we do "for real things" instead of just busy work.

Dottie Cunningham
Checotah High School

Due to the fact that I also teach 8th grade reading, I have become aware of the importance of oral reading. I have my secretarial class and accounting class read their chapters orally to me, and I am amazed how this helps some of the poor readers not only to read better but also to communicate better with me.

Charline Barker
New Lima High School

Have a representative from the telephone company come to your class and instruct the students on the proper use of the telephone. So many students do not know how to answer a business phone. Most of the students have no knowledge of the use of multi-line phones.

Doris Herndon
Asher High School

After looking at a collection of letterheads, each student designs a letterhead. The class votes on the best two or three designs. We put the letterheads on stencils or master copies and run off a number of them. The students use these letterheads for typing various letter assignments.

Helen Peters
Muldrow High School

Along with a textbook for Office Practice, I use the handbook for Distributive Education that includes careers. I also use a video machine to indicate different careers in which the students are interested. This lists the subjects needed for each job, the traits and characteristics needed, and the average salary for each job.

Deloris Lindley
Calvin High School

Since I sponsor the school yearbook in addition to teaching business subjects, I find that the students in my Office Practice class find setting up the student and advertising index for the annual a very interesting part of our filing section of the class. We also set up a file of pictures. Our main headings deal with the various sections of the yearbook. Then the pictures are filed in folders and marked. (Example: Clubs, Royalty--Football Queen, Football Princess, etc.) It proves to be not only a help to me but also a realistic, practical experience in filing for the students.

Helen Peters
Muldrow High School

When we do the unit on Handwriting and Lettering, I have the students choose a month of the year and do the correct writing, figures, and letters to create a calendar for the month they have chosen. They use poster board cut to 11¼ x 14. They can be displayed on the bulletin board or above the blackboard. The students enjoy doing this because it does not seem like an assignment. I encourage them to draw designs for special days.

Marie Sappington
Granite High School

The Office Practice class in our school is very small; therefore, the students become aware of the different attitudes of everyone involved. Two of my students were below average students, and motivation was greatly needed. We used a filing project that proved to be very profitable. The filing project really helped the two students get involved in the class. Even my better students realized that there is a lot more to filing than just knowing their ABC's.

Beverly Matthews
Soper High School

I present the students with a simulated job, such as working for the local sewing, flour, or machine factory for one week. The students keep books of record, answer the telephone, take messages, type travel agendas for executives, make appointments, keep files (daily and long-range), prepare legal documents, and do jobs on their own. I only offer my services in an advisory capacity. The students enjoy this and I have found that it improves their motivation.

Marie Smith
Whitesboro High School

Use a dollar value for everything a student hands in instead of so many points. Deduct so much (example--one dollar for tardiness, 50¢ for messy erasure) from total salary for errors.

At the end of the week, have the payroll clerk (student chosen by the teacher on rotation basis) write checks and distribute.

Keep all assignments recorded in a book and the salary made each week. My class is two hours long and $5 per day is an "A". A teacher can work out the amount of salary needed for each grade.

June Love
College High School (Bartlesville)

In my Office Practice class, I divided the class into four mini-sections--nine weeks for each one. The first nine weeks we are doing a typewriting office practice set; the students will travel at their own rate with grades being assessed on speed as well as neatness and accuracy. The second nine weeks will be devoted to adding machines. We are going to use the calculators and ten-key adding machines. The third nine weeks will be duplicating machines. The last nine weeks will be dictaphone typing with the students learning the use of the dictaphone.

All in all, the students learned a variety of office machinery to help them in the business world.

Pam Maddoux
Taloga High School

Use the information in the advertisement of the daily newspaper in typing data sheets in applied secretarial practice. This makes the practice relevant.

Falls Church High School
Suggested Teaching Approaches
Fairfax, Virginia

During the orientation period, have students consider the topic "Your Working Image." Have them discuss personality traits and work habits that would make them successful as workers, basing their discussion on research that shows that most people lose their jobs because of lack of personality traits and poor work habits rather than because of lack of skill.

Jefferson High School, Suggested Teaching Approaches
Fairfax, Virginia

A bulletin board idea for filing is to post a cartoon of a boss and secretary talking. The heading should be: You Have Got To Find A Better Method Of Filing. Place file folders under the heading with captions on each, such as: "This and That," "Torn Papers," "Funny Papers," "Memos," "Ads," "Boring Papers."

Brenda Cox
Braman High School

As a novelty and motivating device for calling students' attention to the names, uses, and locations of various reference materials available to office personnel, try the "Super Sleuth" approach. Attire yourself in a raincoat, "Sherlock Holmes" hat, and a pipe to begin this presentation. (A "Sherlock Holmes" hat can be made by combining two baseball caps--one bill to the front and one to the back.) This is guaranteed to get their attention. Then present situations in which you are looking (sleuthing) for certain types of information. Of course, you will need samples of most of the reference books to show and distribute to the class--try your library.

Martha Sandersfeld
Putnam City High School

I have each student study about the job interview--what to wear, how to act, what questions the employer might ask, etc. Each student then prepares a personal data folder including a resume, a mock job application form, an application letter, and examples of work they have done during the year. A business person from the community is invited to come to the classroom to interview each student personally. The student has to come dressed appropriately and should bring their personal data folder. After doing this, students seem to be less frightened when they actually go for a job interview.

Judith Quickle
Caddo-Kiowa AVTS

Simulate a small office in the classroom. When students write their letters and data sheets and hand me the final copies, I act as the prospective employer. By acting as a proxy, I will tell them whether their papers impress me enough to have an interview or if they will have to revise. If papers are impressive, I will set up interviews with them to see whether they will impress me as an employee.

Ann Flowers
Noble High School

Let the students make their own letterheads, then have various examples of business letters from different business offices. Let the students look them over to see the different forms and ways the offices use the letters. The students then write a letter of their own--maybe a letter of application. The students also study order forms from different businesses to compare form and uses.

Sharon Wood
Clayton High School

All lab assignments are set up on job sheets. Instructions are given in detail. I help the first person who starts on a particular machine; that student then becomes the instructor for that machine. They learn more by teaching and increase their confidence when other students have to ask their advice or assistance.

Frankie Minton
Lindsay High School

When I am having a problem with a particular student, I compose a poem which stresses the improvement that could be made in his or her life if this difficulty could be overcome. I get the thought in that I really like this student. It has solved many problems. Other times I use satire if it is a group problem.

Jane Hall
Westville High School

I plan to use my textbook to teach filing, but primarily I am using actual school sources, no matter how trivial, to place the student in a position of responsibility.

Judy Watson
Asher High School

I let the students make up crossword puzzles to try to stump their classmates.

Nell Claunch
Jones High School

Working in a business office is a big help in teaching, as are the books published by Delta Pi Epsilon for bulletin board ideas. I also cut out hints, ideas, articles, pictures, etc. and compile them into a notebook. Any time regular assignments are completed, I use supplementary manuscripts or materials as an office worker would do during a "slow" time.

Armand Pitts
Cushing High School

Shorthand

At the beginning of each school year, I make a list of the birthdays of each student in my class. As each student's birthday arrives, I write a message in shorthand on the chalkboard saying something special about that person and wishing the student a "Happy Birthday." Students eagerly come into the classroom on their day to see what has been written.

Janice Plummer
Poteau High School

I have not used this, but the basic phonics rules need to be taught before you start shorthand. Too many students did not have phonics in the first grade and they need to know the sounds and rules. I did not understand the rules and sounds different letters made until teaching first grade phonics. Phonics helps to tell the difference in the sounds the students hear.

Glenda Edmondson
Antlers High School

The first day students write shorthand outlines I cut overhead transparency paper in half so it is the same size as the page in the textbook. (I use transparency paper because it is purchased by the school and can easily be cleaned with a tissue and used time after time.) I have them lay this over the shorthand outlines and trace, stressing that they write them quickly.

I teach my students to fold coat hangers to make book holders. Book holders are important and this is very inexpensive.

Judy A. McDaniel
Nowata High School

Try at intervals to acquaint your students with dictation procedures. When students learn to dictate words, phrases, thoughts, and sentences, they will also learn to listen for this when taking dictation later. Introduce the stopwatch and your marked copy, and allow each student to "be the teacher" for a short letter.

Jerrye Jennings
Washington High School

Occasionally, I let one or two students at a time take dictation at the chalkboard. This gives me the opportunity to watch how they make their characters and I can make suggestions to correct their errors. I can also suggest several phrases or words they can join together instead of writing them separately. I only do this occasionally the first semester as writing on the chalkboard slows the student's writing speed; but usually enough corrections are made in their writing to increase their speed in taking dictation.

Ola Faye Carrell
Sayre High School

After the first two weeks of class, when students are just beginning to learn basic letter and sound skills, I have found they are extremely pleased when I write their names in shorthand and make a bulletin board with them. They enjoy locating their name as well as their classmates' names. I also noticed that it gives them pride to show non-shorthand students they can read the names of mutual friends.

Jeanette Fuksa
Waukomis High School

At the beginning of this year, I was very excited about teaching shorthand. Seven students had enrolled in my class, five of whom were determined not to learn shorthand. My solution to the problem came after several weeks. We now have a contest every Friday which runs for three weeks. A student goes to the chalkboard and writes a dictated character. The person writing the character the fastest and the best gains a point for their team. At the end of the three-week period, the losers give the winners a coke party. So far, the method is motivating people who really did not like shorthand at all.

Phyllis Winters
Sasakwa High School

Write a lesson every day that school is in session, even though class is missed. There is never a question about what the assignment is. Also, no homework the last week on this schedule.

Kathleen Lambert
Elgin High School

After the first month of beginning shorthand, have the class elect two team captains who in turn choose members of the class to be on their team. On Friday have a "Read Down" covering any or all of the assignments covered for the week. The first member of a team reads the first sentence. If the sentence is read correctly without any hesitation over a word, then the other team member reads the second sentence. However, if a team member hesitates over a shorthand word or misses it completely, the other team member starts reading where the error occurred and completes the sentence. The person who missed the word has to sit down.

As soon as the students are able to write shorthand, they are encouraged to write their names in shorthand. Very often they discard the use of the longhand names and get a thrill from exhibiting the shorthand names of friends unacquainted with this fascinating method of recording.

If it can be arranged, encourage the slow students to report to another section of the same class for additional reading and writing practice.

When a student hesitates on reading an outline, encourage him/her to look ahead two or three outlines to see if the rest of the sentence suggests the word to him/her.

Read with the class in order to set the pace. Stop to see if the students are continuing at the rate set for them; if they are not, start reading with them again to encourage faster reading of notes. If this activity is handled skillfully, it is very effective in speeding up the reading rates of all students.

Successful Devices for Teaching Shorthand Transcription
Wayne A. Alston

Checking oral reading for timings sometimes can be time-consuming. With larger classes, this can be done quickly by dividing students into groups of two and reading 30-second timings to their partners. We call it "blab school" as we all read to each other at the same time. Also, five minutes spent daily at the board reviewing theory is helpful. Students beg to go to the chalkboard.

Dorrace Jo Watson
Fox High School

Divide your class into teams. All teams will read the same letter (each student reading one line in their shorthand notes or books). The first team finished with the letter wins. Keep track of which team wins most often.

Lois Breedlove
Liberty High School

Each day at the beginning of a new class session, I place on the board outlines in shorthand which give the students a thought for the day, catchy headlines, and sometimes a joke. For me, this is highly motivating to the students. Each one always wants to be the first to figure out the thought, etc. As students enter the room, they immediately begin to think shorthand.

Sandra Chesnut
Cache High School

Random reading in shorthand. Each student's name is written on a 3 x 5 index card. The cards are thoroughly shuffled before each reading exercise. Using this method, the students do not read in any particular order, and they must follow the reading closely in order to read when it is their turn. This has proved to be very successful in holding the students' attention.

Fairfax High School
Suggested Teaching Approaches
Fairfax, Virginia

A device for promoting speed and accuracy in reading shorthand is to have a bee much like a spelling bee. The students line up in two groups. Call out short sentences from the textbook by sentence number and page number. Students must sit down when they make an error; the last one standing is the champion reader.

Goverton High School
Suggested Teaching Approaches
Fairfax, Virginia

When students have difficulty in writing new words, or even familiar ones, under stress of dictation, I take time to sound it out phonetically on the blackboard, such as "blakbord," and then I write it slowly in shorthand characters. This seems to help less-skilled students particularly, and they are less inclined to memorize word lists.

Betty Jo Rogers
Gray High School (Idabel)

Dictate one-minute speed drills at varying speeds; then slow down to the speed at which students are able to work. Let the students dictate to each other. Spot check transcription reading by dictating a letter. Then read a selected sentence and ask a student to read the following sentence.

Linda Janes
Collinsville High School

To build speed, dictate a letter at a high rate of speed while students "trace" over the outline in the shorthand textbook; then dictate the letter at a slightly lower rate while students "scribble write" (write in one place in the shorthand notebook while keeping eyes on shorthand text). Then dictate the letter at the goal rate while students take dictation as usual.

Evelyn Thiessen
Yukon High School

Dry Pen Method of Taking Dictation. The shorthand students said there was not a chance of their writing at speeds of 70, 80, and 90. To prove to them that they could, I had them put the caps on their pens, look at a letter in their shorthand textbook and write in one spot on their paper (the ink is not used--only the motion of the pen). The students were amazed that they were able to write each shorthand outline at higher speeds.

Mary Lou Fath
Blackwell High School

I write brief forms on flash cards so the students can help each other. The students check their own work and decide for themselves which strokes they need to study or practice. Have a short check each day before class on the difficult and new words in the lesson by writing them on the board for good writing and reading habits.

Diane Johnson
Cherokee High School

Take a particular letter from a lesson. Ask students to write their ABC's. Then write in shorthand words (all they can find) for each letter of the alphabet.

Sue Landtraap
Yuba High School

Divide the room into two teams--A and B. Ask each student to write a proverb in longhand. Collect the proverbs for each team. Team A selects a proverb from Team B, and a student from Team A writes the proverb on the board in Shorthand. If any member from Team A can read the proverb in one minute, Team A receives a point. Team B then takes a turn, using proverbs written by Team A. About 20 minutes is enough time for a game.

Suggested Teaching Approaches
Fairfax, Virginia

Password Shorthand. Divide the class into two teams. Give the word to the two leaders at the board, who must write their clue on the board in shorthand. Since students must respond immediately to the clue, it must be written so that their team can read it. It may be necessary to set a time limit for the students to write their word on the board. If their word is guessed the first time, it is worth 10 points, second clue--9 points, third clue--8 points, etc. Do this once or twice a week for ten to twenty minutes. The students look forward to Password days.

Don Pitman
Gage High School

Set individual goals for students after they have reached a particular level. After they can pass so many "takes" at a particular level during a nine-week period, give an "A". Set a new goal for A, B, C, and D grades the next nine weeks. Slower students have a much better opportunity and the more-skilled students are not bored.

Fort Hunt High School
Suggested Teaching Approaches
Fairfax, Virginia

The students exchange their dictation notes and transcribe them. This is to encourage the students to take better notes so others can read them. If they were working in an office and became ill, someone else could transcribe their letters.

Allyne Lucas
Tonkawa High School

I begin dictating from new material as soon as the "theory" lessons have been completed. I give dictation at 40, 50, and 60 wpm (one day a week at least). Every student is to try to take all speeds and transcribe the one they feel is the best. To eliminate the tension over grades during this semester, class participation counted a certain percentage of their total grade for the semester.

I also have set aside one day a week for "group" day. The class is divided into groups of four and five students. I recommend work for part of the hour and the students decide on other work to cover. By reading, dictating vocabulary, etc. the students seem to gain confidence because each student realizes that the problems encountered are not unique but are shared with everyone else. I "roam" and add to groups when asked or when the opportunity arises.

I have really pushed my shorthand students hard in getting through material. They have complained, but last week they asked me if we could finish the first book, take the semester test before Christmas, and take the second semester book home over the holidays.

Betty Rogers
Noble High School

I make cassette tapes for each lesson. The students may come in and use them in the classroom or take them home. I also include hints and items I want them to master, such as dating pages. Most students have cassettes at home and can use them to practice shorthand. It is also a good method for review for students who are absent.

Lynda Johnson
Mooreland High School

As an aid in learning word families, try playing this game. The teacher writes a word beginning or ending on the chalkboard. Students write as many words as they can in that particular family in a given length of time. The student who writes the most words accurately is the winner.

Nancy Neighbors
Choctaw High School

I purchased flash cards of brief forms for my students with the understanding that they could carry them with them and look at the cards when they had a few moments.

Students not in shorthand, but in my other classes, would come in and see shorthand on the board and identify some of the outlines.

Larry Warren
Haileyville High School

Occasionally, use the student's longhand transcript to write the day's lesson in shorthand. Students are more likely to remember the new or unfamiliar forms.

Ruth Moore
Blanchard High School

When there is a group of brief forms which the students are having difficulty learning, I instruct them to fold a sheet of paper as you would to make a fan. On the first fold they should copy the brief forms out of the book. On the next fold, across from the brief forms, they should write the longhand. On the third fold, they should write the shorthand. The second fold is visible, but the first fold is folded back. This process is continued until every fold is used.

Elaine Coram
Arnett High School

In shorthand the students and teachers are always looking for methods to increase their speed. I use this method. Shorthand notebooks are divided into halves which causes the students to raise their hands as they glide across the page to the center line. A few minutes can be gained by dividing your paper into fourths instead of halves. This lets the hand fall downward without the motion of lifting the hand across the page.

RozAn Frazier
Byng High School

Toward the end of the first semester of my shorthand class, I ask the students to use the classified section of a metropolitan newspaper to find a job they would like and for which they feel they are qualified. They write a letter of application. Quite often, they find they are not preparing themselves for the business world and their whole attitude changes during the second semester. Some students change to an entirely new area of job preparation while others realize the importance of basic skills. A few students want to continue reading the "want ads" to see what they can do after high school with no more formal education. This is one of the best motivation devices I have found.

Patricia Washington
Henryetta High School

I use popular music to begin class instead of business letter records. I found this idea in the Balance Sheet.

Leslie Lindeman
Pocola High School

Occasionally, as a special incentive to students to write shorthand characters well, I use a game in which the class is divided into two sides. I prepare a "saying" on a slip of paper and hand it to each player. The player shows the saying to members of the opposite team, then writes it on the board in shorthand. The team members are timed while they read it. Everyone must write a saying on the board. The team having the least time recorded at the end of the game wins.

Dorothy Bigbey
Wilson High School

We only offer first-year shorthand in our school. I let all students who are capable and interested do not only 3 minutes at 80 but also 3 minutes at 100 and 3 minutes at 120. It is their choice. The first year I expec t the students to achieve 3 minutes at 80, with no more than 3 or 4 errors, for an "A".

Dottie Cunningham
Checotah High School

In the second semester of shorthand, the warm-up phrase letter can be used the first five minutes of the period each day on a progressive scale. The first day begin dictating at a rate every student can take, then dictate it twice more increasing the rate 10 words each take. The following day increase the first take 10 words above the previous day's beginning rate and add 10 words each take. For example, begin at 60, 70, and 80. The next day 70, 80, and 90, and at the end of a week the range of speed is from 70 to 120; and everyone has pushed for speed with a minimum of time spent at any rate.

Erma Thomas
Durant High School

Towards the end of the first semester, I have my students write in shorthand on the board. I dictate simple letters of new material. They can compare what they are doing with other students. I only do this one or two times and do not insist if I think a student could be harmed. After they are finished, they enjoy reading each others' outlines.

Hattie Wendt
Haworth High School

To build writing skills and loosen cramped fingers, have students write on top of notes of daily assignments as the teacher dictates at a higher rate than most students are capable of taking without the notes. You could have two dictations over the same notes, the second at a higher rate than the first. Tell the students that the only aim is for them to keep up with dictation--to write fast enough to complete all material dictated.

Use dictation machines for make-up dictation tests. If a student is absent on test day, record the test as dictated in class. Then the student must take the make-up test from tape.

Mildred Winingham
Pauls Valley High School

This idea is to increase speed on normal dictation practice and still stay within certain speed ranges for the average student. The object is to dictate practice material at the rate of 100 wpm, but pause until the 80 wpm time. Stress the need for students to strive to maintain the rate at 100 so they are waiting for you when you take up the dictation again in the next quarter. This can be lowered to their rates of speed (80 - 60). It gives practice to those who have no difficulty at 80 but who need to be practicing at 90 - 100. Those who can't get 80 but who need this practice are not left out. (This is not my original idea; I read it in Southwestern Balance Sheet or Typewriting News.)

Sharron Sneed
Tishomingo High School

To build confidence in shorthand, I like to use wax paper over the plates in the book as the letter is dictated. When the students close their books, they "know" how to write all the outlines in the letter you are dictating. This method has been extremely successful in my classes.

Mary Hiatt
Union High School

I purchased four sets of records (45 record speed) which contain business letters dictated at different shorthand speeds. I check these records out to my slower students so they can practice their dictation at home. The dictation speeds range from 40 wpm to 80 wpm. The students seem to enjoy doing this, and it seems to have been beneficial for them. The records are relatively inexpensive.

Jeanie Nichols
Watts High School

I have a mailable letter chart that I use during second semester. Dictation is started at 40 wpm, and each student must transcribe two letters at each take. The letter must be mailable before credit is given. I have assigned a certain number of letters at each speed before they are allowed to go to a higher speed. I will take them as high as they can go. Their grade at the end of each nine weeks is based on the number of letters they were able to transcribe. I use a chart with stars to show each student's progress. I have found this very motivating, and the students expect it when they come into my class. This is only one part of their grade, however.

Nettie A. Cornelison
Carnegie High School

For a change of pace in shorthand class, I use the record "White Christmas" as Christmas vacation nears. The students enjoy taking dictation to this and the speed is not so fast that it loses the slower students. It also helps them write more freely by easing the tension. I have tried other records, but most of them are too fast for this purpose. Sometimes I take dictation with them from tapes or records, and this encourages them to try harder. They like to see a teacher work with them occasionally.

Yonzell Vogt
Washita Heights High School (Corn)

Students should be responsible for their shorthand homework at all times. They should keep a homework notebook for at least the full grading period.

The teacher announces textbook lesson number, number of the letter or article, and begins transcribing with the next word when oral reading is discontinued. If the reading is stopped at the end of a letter, etc. begin transcribing the next letter. (Published in the Business Teacher Magazine.)

Christina Hunter
Henryetta High School

In early December, I have each student purchase a child's Christmas story book. The student cuts out construction paper to fit over the longhand in the book. Then the story is written in shorthand on the paper, and the construction paper is pasted over the longhand in the book. I allow a part of one class period to show them how to get started; the rest of the work is done outside class. On an appointed day, we exchange books and read each other's stories during the class. This is a good project for December because the class has just finished learning shorthand theory. This project gives them an opportunity to apply what they have learned and also ties in with the Christmas season. The students have fun doing this.

Linda Young
Newcastle High School

Many times inaccuracies are due to hasty, careless reading. Similarly constructed or similar sounding words--thorough, through, though, thought, etc.--are usually misread by accident. If careful rereading of the letter does not bring the desired response, the student does not understand the word usage. Have the message expressed in a different manner by some other reader, and show the student how the thought is a clue to the correct word.

Ruth L. Larson
Successful Devices for Teaching Shorthand Transcription

When we are practicing shorthand, we spot write it. That means that we keep our eyes on the shorthand plates in the book and do not look at the spot where we are writing. You can practice something fast and it helps to discourage "drawing" characters.

Kate Messer
Rattan High School

We play shorthand bingo to learn brief forms. The students enjoy it and it can be used when some students are absent.

Thelma Johnson
Cordell High School

I have found that the standardized shorthand tests are very good. These tests cover each chapter and include a semester test, a final brief form test, and a comprehensive theory test.

I try to keep something interesting on the bulletin board to motivate my students. Some examples are: The names of the students written in shorthand, quotable quotes, cartoons, a Thanksgiving prayer, or a Christmas story.

In second semester shorthand, I present a plan of progress to the students which establishes goals for the semester. The plan consists of a series of short tests, progressing to three-minute tests. By using this method, each student has a goal which can be met each week. An example of a weekly schedule would be: Monday--one-minute letters; Tuesday--dictate and transcribe letters; Wednesday--use record player to build speed; Thursday--build speed by dictating three-minute letters; Friday--testing.

I use supplementary books. These books are great for new material dictation. Each of the letters has a preview.

Linda Henderson
Stigler High School

We have a sentence relay. One member of each team is given a sentence written in longhand. They must write this sentence in shorthand, and another member of that team must read the sentence before the other team does. The team gets one point for each word.

LoNeal Turner
Cyril High School

I break the routine occasionally with a shorthand bingo game which consists of four different sets of cards. Brief forms in lessons 1-14, 1-24, 1-33, and the United States (divided into two groups).

Thelma Clayton
Chandler High School

Beverly A. Jordon
Elk City High School

Let each student make a card like a bingo card but call it a steno card. Each student writes shorthand characters on the card. The teacher calls out the words symbolized by the shorthand characters. We play steno blackout by covering the entire card. This gives the students a chance to read different writing. Sometimes I let the students write shorthand from the longhand in the back of the book. In this way they have to study and think of the words. For the holidays, I have the students write either a poem or a story in shorthand.

LaDonna Smith
Geronimo High School

I used the idea of "auctioning" flash cards from the Business Education in Oklahoma Curriculum Guide. Choose teams and the first team to call out the word from the flash card "buys" it. The team ending up with the most cards is the winner. Also, I have used the idea (from the same guide) of teams writing the titles of songs in shorthand (one word on a piece of paper) and the first team to unscramble the shorthand words and guess the titles of the songs is the winner.

Marilyn Coker
Perry High School

Stuart has a very small school; therefore, our class offerings are limited. In order to offer both Shorthand I and Shorthand II, they had to be offered the same hour in the same classroom. At the beginning of the year I was very apprehensive, but I found it to be very successful. The situation served as a review of basic symbols and rules for Shorthand II students and provided individualized help to Shorthand I students. This situation also served as an aid in dictation, as dictation given at speeds at which Shorthand I students were competent served as punctuation, spelling, and accuracy practice for Shorthand II students. Shorthand II dictation served as a speed builder for Shorthand I students.

Paula Crawford
Stuart High School

Bulletin Board. Have a picture of Little Ms. Muffet sitting on her tuffet with the caption "Little Ms. Muffet has to sit on her tuffet because she has no skills!"

Have a witch standing beside a big black pot with bubbles; write a slogan in shorthand, such as "Attitudes are Infectious--Are Yours Worth Catching?" As the title on the board, write: CAN YOU READ THE BREW?

Brenda Cox
Braman High School

Write the caption "Welcome to Shorthand" and the students' names in shorthand. As the students learn the symbols, they will be able to discover their names.

Annandale High School
Suggested Teaching Approaches
Fairfax, Virginia

I write slogans or short messages in shorthand on the blackboard. This helps the students to "think shorthand" before the class activities actually begin. It also creates interest in students who have not enrolled in shorthand but who are in other business classes.

Nadine C. Whitley
Sulphur High School

Test letters for a greater challenge makes students feel less nervous and more free and competent.

Let students choose letter speed between three different speeds. For instance, 80, 70, or 60 wpm. The 80 wpm letter would be the only letter on which you could get an "A", so I call it the "A" Letter"; and so on. Using the scale 93-100, 86-92; 77-85, and 70-76, the student choosing the 70 wpm letter and making no errors could get a maximum score of 92. I feel this method builds confidence in the students' skills.

David Nollenberger
Medford High School

Occasionally, use Student's Longhand Transcript to write the day's lesson in shorthand. Students are more likely to remember the new or unfamiliar forms.

Ruth Moore
Blanchard High School

In shorthand we made bingo cards of shorthand characters and used this for review on days when the students were excited (the day before Thanksgiving, Christmas, etc.)

Evely Troutt
Helena-Goltry High School

I find it helpful and enjoyable for both my students and myself to have different characters for different types of businesses, including the military services. I have sheets of words used frequently by the Army and Navy. This is something different to give to the students. They may never use them again, but at least they have experienced a different situation. Letters could be made up using these words, or just the words themselves could be studied. A business might be glad to lend you correspondence so that you could make up lists for certain businesses.

Debbie Cowan
Paoli High School

Prepare crossword puzzles for your students using shorthand characters. Let students write letters on the board, or make up short notes to other students and write them on the board.

Carol Atwell
Haskell High School

To help promote transcription, set up a company from the steno pool to work for the boss. Each time mailable transcripts are given, the number of mailable copies will determine a student's supervisor. This also helps to evaluate a student's progress. Students can relate to the real world and see how their work rates with the rest of the class.

Carolyn Garms
Dover High School

It isn't necessary to buy new sets of dictation tapes when you change to a new edition of first semester Shorthand textbooks. When we changed texts several years ago, the school did not furnish textbooks; so we bought 30 copies of the discarded textbook, bored a hole in each, and tied one to each desk. Our hundreds of dollars worth of tapes, which match the Diamond Jubilee Series (1963 copyright) are still in use and have saved us a great deal of money for other needed equipment and tapes.

Duplicate the preview words to use with dictation tapes, each speed on a different color of paper. We duplicated the preview words to use with the Series E, Gregg Dictation Tapes, Shorthand Speed Development. Each speed has five tapes, so there are ten preview sheets on the color, labeled to match the tape. The teacher can see at a glance what speed the student is working on by the color of the paper being used.

It is nice to have taught shorthand many years because I can appreciate dictating machines, earphones, electric typewriters, and overhead projectors so very much. Also, I am grateful to other business teachers for their good ideas.

Merle Johnson Mullen
Sapulpa High School

On a rainy day give high speed spurt dictation at one-minute, two-minute and three-minute takes; but never mention the speed at which the takes are being given. Emphasize how easily each take should be achieved.

After spurt dictation is given, ask students to transcribe at least two of the three takes dictated. Some discouragement may be shown, but stress the necessity that they should try to transcribe as much as possible of two takes. Ask students to grade their takes, counting all errors.

After all work is turned in and quickly glanced over by the instructor, praise the students highly for their efforts and then surprise them by announcing the high speeds of dictation given. This has proved to be an incentive to work for a higher speed in Shorthand II.

LaVerne Burt
Sooner High School (Bartlesville)

Use actual business letters. Grade the students on mailable letters produced.

Dorothy Coble
Tecumseh High School

In shorthand, I use the Individual Progress Method. Each student is allowed to progress at her/his own rate. Each lesson is taped. Listening stations are set up to handle from one to eight students. Any student who can progress at a faster rate than the average student should be allowed to do so.

Minimum standards are set by the teacher. A test schedule, grading scale, etc. are given to the students at the beginning of the class so they know exactly what is expected of them. The students seem to like this method.

Glenda Taylor
Caddo-Kiowa AVTS

Find out from local business people and firms what their requirements are for secretaries at different pay levels. How much emphasis is placed on shorthand and what is the difference in pay and job status for persons at various skill levels.

Hope Wofford
Copan High School

In shorthand, I believe in changing the pace every day as much as possible. Even though some activities must be routine in order to learn a skill, interest is maintained through diversion such as, shorthand chalkboard ballgame (winners get to chew bubble gum), bulletin board demonstrating each student's progress in taking dictation, reading "stories" written in shorthand, working crossword puzzles in shorthand, taking dictation from popular music, etc.

Jane Doyle
Stilwell High School

Motivational Techniques for Building Skill in Dictation and Transcription

1. Give extra credit for outside class work to encourage more general use of shorthand.
2. Dictate a routine letter, have students transcribe it, and mail the best letter.
3. Have students bring in letters or other materials which they would like to share with class members, and dictate them.
4. Take students on a field trip to a business office and let them see how shorthand is actually used by a stenographer.
5. Start dictation as soon as possible to get the student used to it.
6. Allow students to participate in Awards Programs for which they can receive pins, charms, and certificates.
7. Use bulletin boards to show progress in dictation and transcription. For example, during February use large hearts to illustrate different rates of speed--60, 70, and 80. Use little hearts for each student as they pass a certain speed. Classes can compete against one another with different colored hearts.
8. Liberally preview new-matter dictation.
9. Dictate with expression and in a pleasant tone of voice.
10. Have students transcribe from text as soon as possible.
11. Review everything you can think of from the year before. Students seem to forget a great deal they learned in the first year.
12. Don't always check homework by having students turn it in. Instead, give quizzes by having them answer questions from notes, fill in blanks, transcribe, or read from notes for a grade.

Mount Vernon High School
Suggested Teaching Approaches
Fairfax, Virginia

I use a set of tapes which follows the book for learners and presents new material for the skilled. These tapes are kept in the college library and the students have access to them. The students spend a required amount of time each week using them, and they are good in the classroom occasionally, too. It gives the students a chance to take dictation from someone other than the teacher.

Judy Wood
Sayre Junior College

I use a variation of "Truth or Consequences" for Christmas. I write questions in shorthand concerning Christmas. The student must read the question and answer it in 30 seconds. Failing to do this, the student must pay the consequence which has been written by the students (in shorthand, of course!) on another slip of paper. This is good for that day when it is hard for students to settle down to serious work.

Students also prepare Christmas cards with a verse in shorthand.

Nadine Whitley
Sulphur High School

Bingo game with brief forms. There are 3 sets of cards available: (1) Lessons 1-14; (2) Lessons 1-24; (3) Lessons 1-36. In order for the students to be able to play the game well, they must be able to recognize the brief forms quickly. The students take turns bringing "treats" for prizes.

Juanita Hatfield
Pioneer Pleasant Vale School

Typewriting

Beginning Typewriting

After the first day in class, write a drill on the board for students to begin typing after the bell rings. After presentation of the keyboard has been completed, spend two days reviewing it. On the day of dismissal for holidays (Christmas), have typewriting games and designs.

Rubye Tollison
Pauls Valley High School

At the first of the year when we are learning the keyboard, I sometimes dictate, at random, the keys we have learned. I dictate them once while they look somewhere other than their hands or keyboard chart, and once while they look at the chart at the front of the room.

Terri Breitling
Newcastle High School

Eyes on Copy

If students will not keep their eyes on the copy, take a sheet of typing paper and tape it on the typewriter so it covers their hands. Take the ribbon out of the typewriter and use carbon. The students will not be able to look at the keys or the type until they are through typing.

Al Peacock
Mounds High School

It seemed that I always had trouble with "key peekers" in my beginning typewriting class until I devised a bib which attached to the typewriter with masking tape and tied around the student's neck, completely covering the keyboard and the hands. We use this from the very first day of class until the entire keyboard has been mastered. The students never form the habit of looking at the keys; therefore, they never have to break that habit. I might add that my school has all IBM Selectric typewriters, so this might not work so well with another type of machine. I have used this for several years and it works for me.

Leah Layman
Midway High School

Use the overhead to help students develop "eyes on copy" technique. This makes it very easy for you to identify students who need your help.

Suggested Teaching Approaches
Fairfax, Virginia

Peeker Tag in Typewriting. Students are assigned a group of lines to type during the time the game is played. To start, the teacher is "it" and walks around the room trying to spy someone "peeking" at his/her hands. The person caught becomes "it" and tries to find someone else looking at his/her hands. This game is appropriate during the third or fourth week of school.

Fairfax High School
Suggested Teaching Approaches
Fairfax, Virginia

Having a student do finger motions while you call the keys helps the student to associate what keys are struck by which fingers. This method is helpful for students who watch the keyboard.

Donnis Lang
Hillsdale Middle School (North Enid)

Composing at the Typewriter

I dictate part of a familiar quotation and have my typewriting students finish it by typing the complete quotation. The students really enjoy making a game of it. This gives them practice composing at the typewriter.

Gussie M. Barnett
Grandville High School

Rosa Reed
El Reno High School

When composing at the typewriter, one method is to have students write a letter to "Dear Abby", using either a real problem or a hypothetical one. The next day, pass the letters out to different students who are to compose an answer. The third day, the letter to "Dear Abby" and the answer from her are given back to the original composer.

Nancy Warwick
Bowlegs High School

I use a series of lessons (one day per week for about three weeks) to introduce composing at the typewriter.

The lesson I use first consists of my asking simple completion questions about the student which can be answered in one or two words, such as:

My name is _____.
I am _____ years old.
I live at _____.
My parents are _____.

The second lesson consists of paragraph composing on such topics as:

If I were principal of this school . . .
If I had a million dollars, I would . . .

Evelyn Post
Kingfisher High School

Ask any student to name a one-word topic. For instance, someone suggests the word "birds." Using a stopwatch, tell students to type about birds for one minute, without preparation. When time is called, have the person who suggested the topic call a number. Match this number with a name in your grade book, and up pops a "volunteer" to read what has been written.

Groverton High School
Suggested Teaching Approaches
Fairfax, Virginia

After typewriting students have learned the alphabetic part of the keyboard, play a game by typing through the alphabet, naming a food item for each letter of the alphabet. See who can finish first or find a word for each letter. For example, they might type apple, beans, carrots . . .

This game, which is a form of composing at the typewriter, can be varied by typing girls' or boys' names.

Annandale High School
Suggested Teaching Approaches
Fairfax, Virginia

In Typewriting I, my students like to complete sentences relating to the school and peer group.

Reta Luper
Carnegie High School

To develop composition at the typewriter, I use topics suggested by the students. We type for one minute. Everyone types on the same suggested topic. Then we read a few of the students' compositions orally.

Carol Rhaton
Keyes High School

On the last day before a holiday, I have each student begin a short story. After about three minutes, I ask them to stop and hand their story to the student behind or on either side of them. The students add to the story and pass it on once more when time is called. After about forty minutes, students are told to finish the stories they have. The last fifteen minutes are spent reading the stories out loud.

Students enjoy this and it is great practice for composing at the typewriter.

Wilmatine Griffin
Paden High School

Write a word on the board. Students are to type a list of words they can make, using the letters of the word given. Set a time limit of three to five minutes. This game can be used around holidays. Example: Write the word Christmas on the board.

Sandy Snell
Garber High School

Numbers

For an extra drill in typing numbers, students take a three-letter word like "the" or "for." For one minute type the word followed by a number consecutively. For example, the 1 the 2 the 3 the 4. When time is called, wpm is figured and rounded to the nearest number. For example, if they have typed "the 22 the," their wpm is closer to 23 wpm. To stress accuracy in typing numbers, they might have to subtract one word for each error.

Groverton High School
Suggested Teaching Approaches
Fairfax, Virginia

Teach numbers by having the students type the date every day at the top of their papers. Example: 2-5-76, 2-6-76. This is a change of pace, and the students enjoy doing it.

Darlene Ethridge
Beggs High School

To help students learn numbers, have them practice the following for one to five minutes at the beginning of the hour:

96305	14211	68317	49023	50129	48735	69041	39547	40153	71059	43065
92571	83477	72183	60489	71395	38101	64107	85113	82119	36125	64131
68137	20143	62149	93155	84161	93167	38173	64179	90185	83191	38197
94203	85209	72215	10221	84227	95233	85239	30245	17251	83257	98263
38269	48275	10381	97287	38293	49299	47303	21311	94317	58323	91329

Note: To find the number of strokes written, check the last two (or three) figures of the last complete group written. Divide number of strokes by five to determine the wpm for one minute.

Guymon High School

Warm-ups

To begin class, I have the conditioning practice assignment on the board. The students start to work when they come in and do not wait to be called down or to find out what the assignment is.

Juanita Hancock
Clinton High School

At the beginning of each typewriting class, an assignment is put on the board for warm-up. This usually includes the conditioning practice plus a number drill of the same nature. The students are allowed five minutes of class time for this assignment. Then they are asked to proofread carefully and put a check mark by each line that is free of errors. These are collected every hour, and a list is kept each nine weeks period of how many perfect sentences the student can type. Each nine weeks they receive a grade for these sentences. Some rules must be followed, such as: Each line must be typed three times before going to the next; if an error is made, the sentence must be completed; incomplete sentences do not count, etc. This gets the students into class and ready to work immediately, and it also creates good wholesome competition and interest among the students.

Sondra Hughes
Silo Public Schools

I like to have the beginning conditioning practice drill on the board when students enter the room. By this time, they are ready to go to work immediately upon entering. I use this time to check roll, using a seating chart.

Winifred Langston
Chickasha High School

Start devoting a short period at the beginning of each day to typing warm-up drills. Assign a selected drill and have the class work on it for two or three days (on the same paper). Any student who can get through the drill according to the directions given (each line two times or each line three times) with five or less errors gets an extra credit "A". Any student making five errors must start over. This is a high standard for many students to meet. Only occasionally does a student have an "A" paper to turn in, but thinking they might make it motivates them to try.

Marshall High School
Suggested Teaching Approaches
Fairfax, Virginia

Typing students are given a limited time at the beginning of the period each day for the conditional practice. They are graded according to the number of lines which are typed within that time. This starts the students working immediately and can be a continuous and regular assignment.

Oakton High School
Suggested Teaching Approaches
Fairfax, Virginia

To get the students in the classroom ready to begin typing when the bell rings, I have them do what we call their "warm-up" for the day. The students come in as soon as the class change begins, set up their machines, sit in their seats, and begin typing selected sentences when the bell rings. (These are usually conditioning practice sentences from their book or sometimes the sentence "Now is the time . . ." They are always pre-selected with the page number written on the chalkboard.) They type for five minutes and compute their gross words per minute. They are given a grade for these (an average for the nine weeks) which is averaged in with their problem grade and timed writing grades to arrive at the total average of their nine weeks' grade.

Sharon G. Frame
Quinton High School

As a warm-up at the beginning of a class period, my students type the lines of a designated conditioning practice which I write on the board. It is changed frequently. When asked to stop, these lines are counted and passed to the front. Only perfect lines are acceptable. I keep a chart on the bulletin board, recording their lines for each day. At the end of each two-week period, the lines are averaged and the student receives a grade. By giving a grade, the student feels the exercise is worthwhile and is encouraged to participate. The warm-up period gives me time to check the roll without stopping to make assignments, and the students are warmed up and ready to type when we begin the lesson.

Senna Whittington
Hartshorne High School

For five-minute timings at the beginning of the hour, I use mimeographed sheets of drill material. The students select drills for their particular problems. They may start typing before class begins. The practice lines are kept in their folders. On Friday, the lines are counted and a grade is given for the total lines typed. The grading method can be determined by each individual teacher.

Florence F. Flynn
Western Heights High School

To encourage my students to begin work as soon as they enter the typewriting room, I place the page and section of the warm-up practice on the board. This is very successful. Later in the year, I place the warm-up section without the page number to speed their efforts to get started.

Example: Warm-up 2-A, Page 7 (beginning); Warm-up 40-A (later)

Dorothy Shumpert
Broken Bow High School

Errors

To try to minimize errors, I have started keeping a chart of both gwpm and nwpm. By seeing the two scores together, the students are more conscious of the number of errors and strive to keep the two scores closer together.

Jeannie McGehee
McLish High School

Can you avoid the smudgy paper that results from typing with carbon? Instead of just erasing, try this. When an error is made, take some Star Type Cleaner (used for cleaning the keys of the typewriter) and roll it into a sharp point; blot the point against the error. This will absorb the excess ink on the error. Then proceed with your eraser. You have removed the excess ink which produces the smudged copies.

RozAn Frazer
Byng High School

Cut out a piece of plastic (with a small handle on it) the size of an ordinary business letter. Use this when a letter or part of a word has been erased after being taken out of the typewriter. Type on the plastic first to see if it is aligned properly. It is easy for students to learn to do this, and they like it because it makes their work look neater.

I use crossword puzzles after each unit of work.

Kate Messer
Rattan High School

To stress accuracy as well as speed, I select students in groups of two to compete with other students. They type approximately five sentences each, with everyone typing the first sentence. If an error is made, they must continue typing the sentence until it is typed correctly. Then they exchange papers, proofread each other's work, and insert the paper into their machines. They continue through the second sentence, exchange the third sentence, etc. The couple who finishes first, with all sentences correctly typed, wins. These are proofread by the teacher. If a couple wins the title three times, they are placed on an honor roll. Students seem to enjoy competing for the title. This is usually done once or twice a week with the students changing partners.

Martha Moore
Deer Creek High School

To help minimize errors, I assign one paragraph for homework to be typed with perfect copy. I do this early in the year (8-10 weeks) because I have found the errors allowed in the manual are too many to overcome later in the year. I use my own scale for errors.

Frankie Martin
Wayne High School

For motivation in typing, give a five-minute timing and have students move their margin in five spaces each time an error is made. By doing this, students become quite conscious of their errors and are aware of the time lost if they actually have to erase each error for on-the-job training.

Groverton High School
Suggested Teaching Approaches
Fairfax, Virginia

Timed Writings

Speed Test Grading. Since some students' hands are not "geared" to type as fast as others, I set a scale so that they compete with themselves only. For the first nine weeks, I take an average of three timed writings during the third or fourth week (depending upon group progress or whether it is I or II). (The students are not told the purpose of the average.) This average becomes the student's D- level. Each one word per minute raises their speed one level. (Example: 20 wpm = D-; 21 = D; 22 = D+; 23 = C-, etc.) At the beginning of each consecutive nine weeks I take an average of the lowest and highest speeds to set the new nine weeks' D- level. For those slow students or those who try to "beat the game," I have a minimum speed per nine weeks. Also, speed is not counted as the entire nine weeks' grade. This gives every student the chance to excel in some area in order to counteract their weak areas. Example: 1/3 speed; 1/3 daily; 1/3 theory tests.

You will find that students do not increase their speed on every writing or that they might increase several words on one writing. I allow credit for each new speed only once. Students also need to have a minimum number of writings turned in each nine weeks (so that they are challenged to try to beat a certain speed and not be satisfied with a "C" if they are capable of a "B", etc.)

For Typewriting I and II, I do not count any writing that has more errors than permissible--usually one per minute for II and two per minute for I.

Karen Day
Taloga High School

During the second semester timed writings, use a tape recorder with a speech, music, or anything to distract or bother the students while typing. This will teach the student to concentrate on his/her work and to improve accuracy. Walk around or have others come in during the writing so the students will learn to pay attention to their work.

Don Pittman
Gage High School

Each week I place a list of the top ten students in Typewriting I and five from Typewriting II on the bulletin board. (Based on five-minute timed writings.)

Carolyn Haley
Valliant High School

I keep a current, up-to-date chart of speed writings on the bulletin board. The students in one class are anxious to see whether they did better than the students in the other class. This keeps up their interest in speed writings. Occasionally, I will say, "Kent did . . . yesterday in class. I'll bet you can't beat him." Most of the students will try harder that day to do better than Kent.

Linda Duke
Boswell High School

Sometimes I have had a class that has had trouble stopping on the call on timed writings. One of the most effective things I have found is to start the class on a three-minute or five-minute timed writing and call time in about a minute. The machines stop just as if the power source had been cut off, and I always get some funny looks and expressions. I tell the class something like "Now that is the way to stop," or "I thought maybe you could not hear me," etc.

Neoma Shepard
Blue High School

I use the following scale for typewriting speed tests:

One-minute		Two-minute		Three-minute		Five-minute	
Errors	Penalty	Errors	Penalty	Errors	Penalty	Errors	Penalty
1	1	1	1	1	1	1	1
2	11	2	2	2	2	2	2
3	21	3	7	3	3	3	3
4	31	4	12	4	6	4	4
5	41	5	17	5	9	5	5
		6	22	6	12	6	7
(-10)		(-5)		(-3)		(-2)	

I do not use a cutoff.

Capitolia Moran
Seminole High School

Beginning the second week of school, I prepare graphs covering one-minute writings on sentences for each individual student. These graphs cover a period of about nine weeks. The students take writings at least once a week which are recorded on the graph. The students are allowed a limit of no more than three errors at the beginning, which will be decreased to no more than one error by the end of the seventh week. This has been very successful for me in helping to make the classes more competitive. The students can compare their accomplishments from week to week with the remainder of the class.

Bobby Clifton
Sterling High School

It is very difficult to decide on a scale for grading in regard to timed writings; therefore, I try to make my system competitive and fun. I will often give a series of three timed writings. The length of the writing varies. The highest grade in the class will represent a perfect score of 100 (unless it is extremely high compared to the rest of the class). The other scores are then subtracted from the best score, with the difference subtracted from 100 to determine their numerical grade. For example: The best score in the class is perhaps 50 gwpm, so 50 is a perfect score and represents 100. The next person may have a 42; 42 from 50 equals 8; 8 from 100 equals 92, which would be this person's numerical grade. This would be a low "A".

Jay L. Hurt
Anadarko High School

If everyone read the Oklahoma Educator as faithfully as I have, they will know that this is someone else's idea; but it has created much excitement and enthusiasm among the students, and now they ask for timed writings. I have a large black sheet of paper across the wall of my classroom entitled "Can You Build A Snowman in Nine Weeks?" I cut this snowman into fourths. In order to earn a snowman (or a part of the snowman), they must type 60 words per minute with only one mistake, or for the slower students--50 words or more a minute, for five minutes. I have many students who have completed the snowman in a week and have asked to work for baby snowmen.

Dorothy L. Rose
Buffalo Valley High School

Prepare a timed writing chart with student's name, words, and errors per minute posted in your room. Record these each day so students can see and compare their words per minute. I do this for all of my typewriting classes; this way the students can see how the other students are doing. I have found that this has helped improve both speed and accuracy. The students come in each day to read this chart.

Mary June Smith
Clayton High School

To improve both tabulation and number typing skills, once each week have students take timed writings using columns of numbers.

Don Hutchens
Porter High School

At some designated point during the class period, give five one-minute timings. Collect and grade all papers according to a predetermined scale. Place timings in a folder with the course number and class period on the front of the folder. On Tuesday, give an additional five one-minute timings and use the last few minutes of the period to exchange timings with a student if a better paper has been typed. Continue this procedure on Wednesday, Thursday, and Friday. On Friday, the paper that the student still has in the folder will be that student's grade on one-minute timings for the week.

Terri Breitling
Newcastle High School

During a nine week period, I devote two weeks entirely to technique and speed writings. Students are given a sheet with assigned production problems to complete during the other seven weeks. Tuesdays and Thursdays are "timed-writing days," with 15-20 minutes being devoted to this. Students may use the rest of the time during the week to complete production problems. Since we are small and have no business machines courses, I require students to spend one week per nine-week period on the adding machines and two or three days per nine-week period on the dictaphone. The students like this because they are free to work at their own rate, and I like it because it motivates them to plan their work without any "forcing" on my part.

Linda Grisham
Dibble High School

To motivate students to increase their speed and improve their accuracy, we have a race. The class is divided into two teams. Each time a timed writing is given, I keep score of how many students on each team reach a certain speed with no more than one or two errors (or whatever has been decided upon beforehand). This could be used as a baseball game, with students advancing to another base when attaining a certain speed.

I also do a lot of composing at the typewriter: a personal letter, a paragraph, or something of interest.

Bettye Nowell
Crescent High School

Karen Wheeler
Sentinel High School

After six weeks, give each student a sample checkbook with 10 checks. About every three or four days, give three timed writings for five minutes each. Let the students select the best timed writings, based on nwpm. The teacher will pay the student for each net word and the student will pay the teacher for each error. This encourages accuracy, and at the same time the students learn how to write a check.

Lillian Hunt
Dewey High School

When I feel that my students are not striving hard enough for accuracy, sometimes I compete with them on timed writings. If they get fewer errors than I, they receive a bonus "A". (They must type with reasonable speed.)

I have given "free time" coupons for perfect timed writings minute-for-minute. These coupons may be used for tardy entrances; if they have an especially hard test to study for in another class; if they are just tired; etc. If they do not have a need for them, they can be traded in for a bonus "A" or for an incomplete assignment at the end of the grading period.

Mona Prickett
Lomega High School

I group different rows and have them compete in one-minute timed writings--sometimes for speed and sometimes for accuracy. I time the students as soon as the bell rings to determine the number of sentences they can type before time is called. This motivates them to begin typing as soon as possible.

Rena Mankin
Panola High School

Typewriting Speedway. Create a race track in which five-minute writings are taken with no more than five errors, and 30 wpm must be reached in order to enter a car in the race. Each student has a plastic toy car with their name on it. The cars are placed in an area labeled "Parking Lot." This encourages typewriting students to reach at least this standard of "accuracy" with some speed.

Juanita Rippy
Morris High School

Accuracy Contests. After the first nine weeks in my Typewriting I and II classes, I begin accuracy contests. These contests are handled in a way that is flexible with my daily lesson plans. I divide the room into two groups; each side represents a team. Each team decides on a name that one team member is responsible for placing on the blackboard. We take one-, two-, three-, or five-minute timed writings.

Scores are calculated individually. I use accuracy for one contest in which the students call out the errors they make. Using an adding machine, I calculate the total for each team, then decide which team has the fewest errors. One member of the winning team places the scores on the board. We have different amounts of entries for the contest each day. For instance, some days we have one, two, or three, etc. Other days we may not have any. The losers of the contest agree to bring refreshments for the whole class as a payoff party on a day after the contest. Other contests are speed contests, nwpm contests, and gwpm contests. We also use pep talks.

Jan Thomas
Shidler High School

When a timed writing seems particularly difficult for the majority, it may be the result of spelling difficulties. I dictate the words to them letter by letter, after which they type the whole line from dictation. We take short timed writings for accuracy, and later take longer timings over the entire piece. They usually show improvement.

Bernice Delamarter
Shattock High School

Divide students into two groups for timed writings. Each group challenges the other on speed and accuracy. This is particularly effective with thirty-second guided drills.

Ruth McMahan
Kellyville High School

Cheating. Set the timer for an extra five or ten seconds in a one-minute timed writing. When the students think they have improved a few words, they feel they can do it on the next timed writing.

After the keyboard is learned and you begin longer timed writings, record the timed writing at the beginning of the nine weeks and set a goal of five more words per minute. They will work to reach it.

Type a paper in a foreign language.

Carolyn Haley
Valliant High School

Teaming up by rows is really a good motivational tool when you are working on speed and accuracy. Compute nwpm and gwpm to see how they compare to the other rows. This game creates much excitement among the students.

Ruth Haukla
Geary High School

Play typewriting football. Each student gets a chance to score. A touchdown is worth six points. In order to get one, the student must type 70 gwpm with five or less errors. A field goal is scored if the student types without errors and a kick has to have 50-69 gwpm with five or less errors. The winning team must beat every other team to win the conference.

Ann Maloy
Western Vo-Tech (Burns Flat)

I read an article in the Balance Sheet last year about a game called Typewriting Football. I made a transparency of a football field and chose sides to play "football" on Fridays or before holidays. The students enjoy competing for one-minute timings. This is also a good speed builder.

To encourage composing at the typewriter, I time the students while they type one word for each letter of the alphabet; names of foods, cities, girls, boys, etc.

Leah Stevens
Healdton High School

To stimulate interest, desire, and concentration, I occasionally group the students into teams by rows for timed writings. We determine the winners by seeing which row made the fewest total errors or had the highest average speed. The students try harder so they won't disappoint their row. To prevent one row from winning continuously, I divide the rows front to rear one time and side to side another.

Howard Parr
Burlington High School

Starting a football game as soon as we start the three-minute drills will do more to encourage the class as a whole to try to work enthusiastically on their speed in typing the drills. Make a football field, starting with the ten-yard line. Use little colored paper footballs with the number of the period and the student's number on the class roll. Example: 1-1, period 1, first student's name on the roll; 5-1, period 5, first name, etc. No names are used; they never move back, just forward.

You can trim the Christmas tree with colored Christmas balls.

Edyth Kirtley
Chisholm High School (North Enid)

Make a Christmas tree by using green construction paper, green felt, or green gift wrapping foil. Cut decorations from different colors of construction paper. Use a different color for each speed division. Select two or three paragraphs from the text so that different material will be used for each one-minute timed writing. Give two or three timed writings each class period, once or twice a week. Place a one-error limit on each timed writing. Select a color for each speed division. Take the individual timed writing and place the decoration with the student's name on the tree. Leave a place at the top of the tree for a star with the names of the students who have typed 70 wpm or over. The student can only place once in each speed division. Speeds could be set accordingly:

One-Minute

30-39 = 1 decoration (silver)
40-49 = 1 decoration (red)
50-59 = 1 decoration (blue)
60-69 = 1 decoration (gold)

Patricia Krausch
Choctaw High School

Use hang-ups on the bulletin board for speed drills. About the end of September, put up a bulletin board with the title "Can You Complete A Pumpkin By Halloween?" A pumpkin is cut into four parts. Every time a student completes a timed writing with no errors, he/she receives ¼ of a pumpkin. The students must progress to a higher speed each time with no errors. For instance, I had one student complete 36 wpm with no errors. To receive another piece of the pumpkin, this student had to type more than 36 wpm the next time with no errors.

Sue Cornelision
Foyil High School

Bulletin Boards

Make a bulletin board by posting weekly typing scores. This encourages students to build their speed.

Mozelle Stockton
Adair High School

During the proper season, make a bulletin board about car racing and give each student a car made from construction paper. The students will race their cars against each other. I usually use one-minute timed writings, but occasionally I use five-minute timings. The one-minute timed writing may be without errors if we are working for control. Each class has a different color so that class comparison can be observed. I usually have roads labeled with different speeds for car racing.

You could also use brooms for Halloween, shamrocks for March, baseballs or footballs for their proper seasons, or maybe flowers for spring.

Speed charts are also a challenge for most students.

Gayle Beck
Spiro High School

I use a bulletin board to explain problems with folding and inserting letters in envelopes. Use colored cardboard for the background. Step 1--Fold the letter in steps (bottom to ½" from top). Step 2--Fold left side toward center. Step 3--Fold right side about halfway toward right. Use an envelope to show how to insert the letter. The best thing about this idea is that the display can be used again as a review or stored and used another year.

Mildred Kakany
Okemah High School

A bulletin board,with a place for papers typed accurately, corrected neatly, and directions followed properly, definitely motivates students to try harder so their work can be displayed.

Janice Wingate
Antlers High School

I use bulletin boards to teach or emphasize techniques. One might say I play with an idea, then make a picture with a caption that attracts attention.

One year I cut a colorful owl out of paper and posted it with the caption, "Be Wise Like The Owl--Use Good Posture."

Bernice Delamarter
Shattuck High School

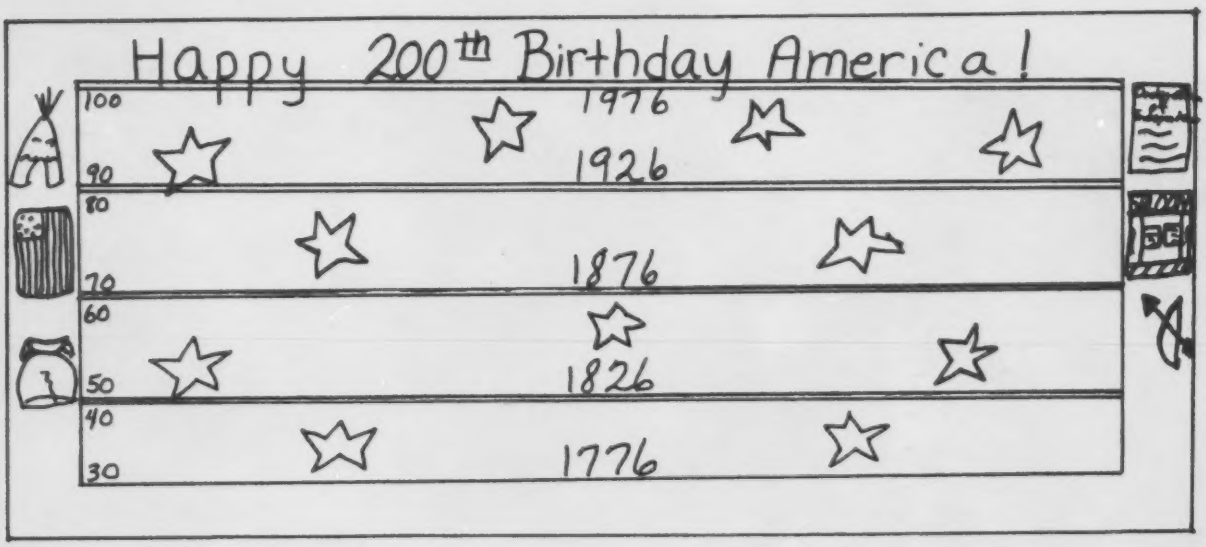
During a unit on business letter writing, each student wrote a letter to a company in our town asking for some kind of information, such as kinds of typewriters, adding machines, duplication machines, or dress codes. The answers from the companies were worked into a bulletin board display. This assignment incorporated letter composition as well as the typing of mailable letters. Receiving an answer was almost like receiving a present at Christmas--spirits and excitement were high.

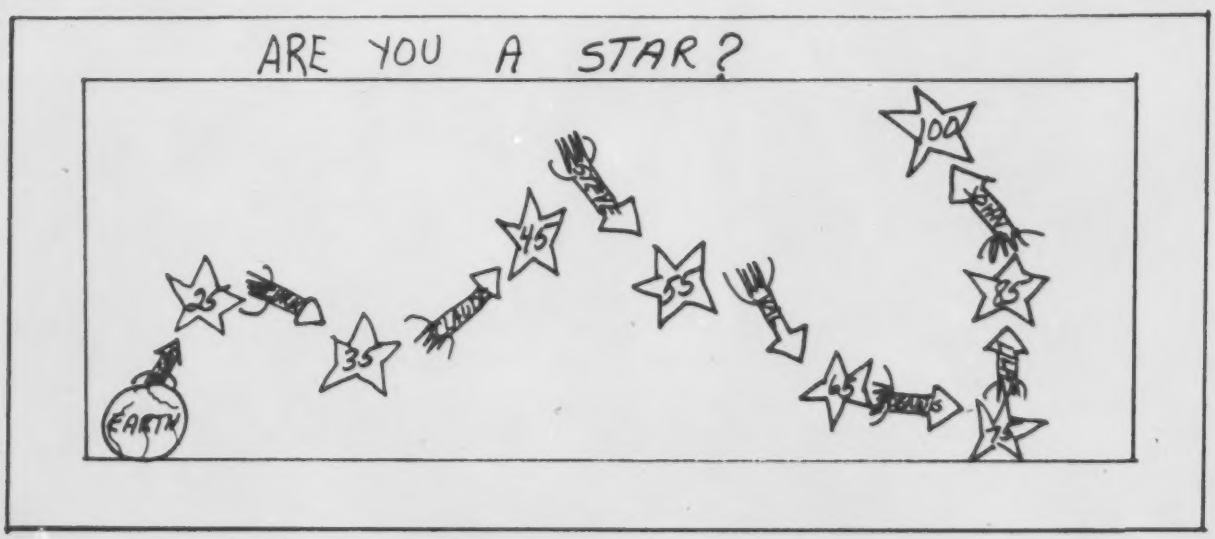
Mary L. Perryman
Berryhill High School

I try to keep a bulletin board prepared for each of the typewriting classes. For example, I use a deer (about an inch and a half in height) and put the names of the students on each deer. As the students progress on their five-minute timed writings, the deer are allowed to move forward towards Christmas. You can change the theme as the different seasons change. The students really enjoy watching the progress they are making.

Sharon Trapp
Fort Towson High School

Speed/Accuracy Motivation via Bulletin Board Game. Each year we prepare a topic of current interest to involve the students in intersection (typewriting classes), intrasection, and self-competition for improving their abilities in the skilled areas. For example, currently we have a 4' x 8' bulletin board decorated with the Bicentennial theme. The colors are red, white, and blue. Each class has a specific colored star with each student's name on it. One section has a border of red stars; one has a border of blue stars; one is solid red, and the fourth is solid blue. The board is marked off by 50-year spans, each span representing a speed range. As the student's speed increases, their star is moved up toward the highest level--120. We have used this type of device for the past four years and have had definite overall improvement by the students, as well as a joyful attitude toward taking timed writings and dictation.





Pam Coke and Terry D. Colson
Yale High School

Music

I have found that the students enjoy typing to music occasionally because it helps them to improve speed and accuracy.

Marilyn Meredith
Indianola High School

At the beginning of the course, I use the audio tapes that correspond with the text. While the tape is being played, I can give the students individual instruction.

Robert Allen
Okarche High School

To alleviate the monotony of drills, I play background "Bicentennial" music during certain typewriting periods. I use the record series entitled "The Sound of America."

Wilmatine Griffin
Paden High School

Use tapes or records as much as possible for teaching the keyboard; this will leave the teacher free to observe faults and bad habits being formed by students.

Oakton High School
Suggested Teaching Approaches
Fairfax, Virginia

Tabulation

When teaching tabulation, I draw blocks to illustrate the number being backspaced from the center to get the margin, and to illustrate the spacing in from the margin to set the tabulator.

Alyce Jayne Rogers
Spiro High School

When typing tabulations, ask the students to record what tab stops they used at the top of each problem. This is a quick check for the teacher to see that it has been arranged properly.

Robinson Secondary Schools
Suggested Teaching Approaches
Fairfax, Virginia

Production

Office Style. I assign a unit (after preview instruction) in production typing. Instead of daily timings, give a set number of class periods to work on a unit, requiring that it be handed in within a few days after the last day to work on it. Assigned practice drill for skill building combined with this type production helps students to learn to type in a stress-free office situation; and, at the end of the year, they can execute production on their own by following written or oral instructions. The advantage this offers is that students learn to finish a job accurately and, at the same time, receive office-type experience.

Jolene Crowder
Weatherford High School

When grading some production work in typewriting classes, use a point system. (This saves a great deal of proofreading.) Give points for correct margins, correct placement of date, etc. This method can be used to grade all examination papers and is very fast.

Oakton High School
Suggested Teaching Approaches
Fairfax, Virginia

Proofreading

If students are having difficulty proofreading their work, ask them to sign a proofreader's contract like the one below. It requires the signature of both the person who typed the problem and that of another proofreader. The proofreaders are instructed that their grade will be reduced if they fail to proofread.

Grade _____
Recorded _____

Name _____
Number of Lesson _____
Date _____
Proofread by _____

By signing this, I testify to the fact that I have erased and corrected all errors; and I understand that I will receive an F on this project if any error is found.

_____

Oakton High School
Suggested Teaching Approaches
Fairfax, Virginia

To emphasize and improve proofreading, team each student with a proofreading partner. For example, Steven Patterson and Barbie Marks are partners. Steven will proofread Barbie's paper; and if it has no errors, has errors circled, or has errors corrected as directed, he will sign his full name in the space provided for the office manager's signature. Barbie will do likewise for Steven's paper.

Goverton High School
Suggested Teaching Approaches
Fairfax, Virginia

A good idea for teaching proofreading is to have the students take a production test. Exchange papers the next day and have another student check the papers for errors in form--typographical or otherwise. The object here is to have each student be responsible for the paper they are grading. It is the student's job to check carefully this student's paper. Then the teacher grades the papers; and if the student missed a needed correction, the teacher marks down their grade because of "poor proofing."

Beth Whitworth
Tahlequah High School

Let students exchange and evaluate each other's work occasionally.

Aubrey C. Neal
Central High School

One of the most difficult skills to develop is proofreading. A technique we use, although certainly not original, is to have a penalty attached to missing an error in a timed writing or on production work. In our timings, both in first and second year typewriting, we count an error made and not detected as two errors. Since we use the five error cutoff method for scoring timings, this is often very detrimental to the student's wpm. The "double error" is marked, their wpm reduced if warranted, and the paper is returned. It provides a very good lesson on "carelessness." In production, we count an undetected error as two, which often lowers the grade.

Beth Whitworth
Tahlequah High School

Make-up Work

I like to budget the material to be presented and have it turned in as graded material. At the start of a nine-week period, I make up a list, lesson-by-lesson and problem-by-problem, of the material over which the students are going to be graded. I duplicate a copy of this list for each student. On this list (I prefer to call it a budget) is a place for the students to check if they have completed the problem

and to record the grade they received. This method eliminates make-up lessons. Each student keeps up with their own make-up work.

Marjorie Dailey
Caddo High School

One week ahead of time, give students a rough outline of work to be done. Students who are absent know what they must do to make up work. Some students will work ahead and be ready for supplemental work at the end of the week. This does not interfere with drill time, but it can level time used on job typing so that most students can finish.

Vesta Mae Leis
Canton High School

Keep a 3 x 5 card file with file guides numbered for days of the month. List the daily lesson on a card and file it behind the proper date. This is a good reference for the teacher but is most helpful for students who are absent. I instruct them to look behind the date and copy the lesson to be done due to an absence. This saves time for the teacher as most students will just check the file without asking about the make-up work. If special instructions are needed, students can ask for help. File or discard last month's cards when you start the lessons for the current month.

Doris M. Hoipkemeier
Edmond Mid-High School

Every Friday I give my students a "free day." This is their day to: MAKE UP LESSONS they have missed, make up lessons they have not passed, or type anything they want--a letter, a puzzle, etc. This takes the pressure off the students. They may have a bad day and not do well on an assignment, but they know they have their "free day" coming up. Students enjoy this day so much that they are extremely careful not to abuse their rights by not typing, by acting up, etc. As the year progresses, students usually elect to do a lesson over.

Janie Kanaga
Covington-Douglas High School

A file box is kept on my desk containing 3 x 5 index cards and section dividers with numbers. A student who has been absent is to check the file box for any make-up work required.

Example: If a student is absent January 12, then that student would look behind the section divider number 12. This can be used for every month of the year. Specific instructions are written on the 3 x 5 index card and placed behind the divider by the teacher. This method saves time for the teacher and the student.

Jeanne Thaxton
Edmond Mid-High School

As an aid to students who are absent from class, I keep an assignment box. At the end of each day, I record on a card exactly what we did in class and file the card in the assignment box behind the day of the month. It is the student's responsibility to check the box upon returning to school. This not only enables the students to find out their make-up work without taking the teacher's time, but can also be used as a quick reference by the teacher any time he/she needs to check on the work completed during any class period.

Evelyn Post
Kingfisher High School

Extra Work

Type 100 accurate lines a week for extra credit for Typewriting classes.

For five minutes or so at the end of a class period, type all left-hand words, then all right-hand words.

Betty Wright
Hinton High School

To encourage students to get to class promptly and to start work immediately, I give extra credit for typing perfect lines on the conditioning practice for that day. To facilitate checking, each line is typed twice; and only the last line is used for perfect lines. No erasing is permitted, and all lines must be completed.

Mildred Wogman
Elk City High School

Give extra credit daily for the number of lines completed in the conditioning practice at the beginning of class. This encourages students to get into the room and start typing by the time the five-minute bell rings. This extra activity can make the difference between a "B+" and an "A-". The lines are counted and recorded each day; any lines with strikeovers or continuous errors are omitted.

Sue Moore
Alex Public Schools

About the sixth week of school, the students collect favorite poems; i.e., love poems, nature poems, friendship poems, etc. Students type poems (25 in Typewriting I and 50 in Typewriting II) following instructions as to proper centering, margins, spacing, etc. After the poems have been typed, the students prepare a table of contents and appropriate covering. We use colored carbon paper and students select the cover design. Booklets are then placed on display in the typewriting room and sometimes downtown.

Marlin Lauback
Okeene High School

I give students two extra points for each correctly typed line above the assigned work, and one point for each line containing an error. In Typewriting I, 250 points entitle the student to an extra "A" to be averaged with their daily grade; in Typewriting II, 500 points entitle the students to an extra "A".

Audry Sampson
Panama High School

Giving bonus copy on different topics from business colleges has helped build skills and provide additional knowledge of the topics, such as secretarial training, job opportunities, etc.

It is good to work alternately on accuracy and speed, not just on one or the other for any length of time.

Virginia Patterson
Stilwell High School

When a student has some free time during the class period, I allow each student to earn extra credit by typing "perfect" paragraphs from speed writings. Students are not allowed to correct errors on these paragraphs and only get credit for paragraphs which are typed without errors. After making an error, the student must start over. Five extra credit or "bonus" points equal a bonus grade of "A". Students are not penalized for insufficient points or unsuccessful attempts. I feel this exercise helps improve the student's accuracy as well as speed.

Carol Lamb
Stratford High School

I try to give bonus points to students who are willing to do extra work for other teachers so that students have an opportunity to see what other teachers need in their fields of work. It also gives the students an opportunity to please or satisfy others. I give bonus points for students who work to stay ahead rather than lag behind in assignments. These incentives seem to work in two or three ways: (1) They help the students learn. (2) They give the students more experience. (3) They provide motivation to try harder.

Bernice Johnson
Collinsville High School

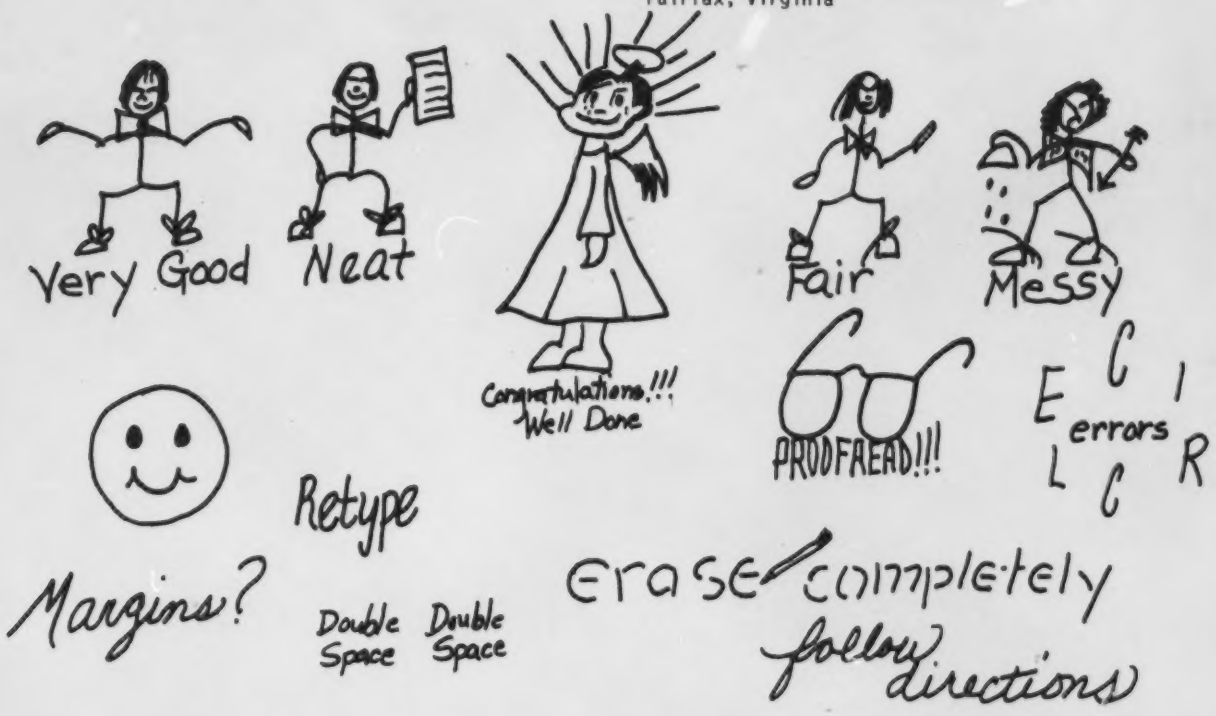
Grading

For the first six-weeks grade, my students grade their own techniques, their partner gives them another grade, and I give them a grade. These three grades are averaged for one overall grade.

Evely Troutt
Helena-Goltry High School

Because so many errors in typing occur again and again, buy rubber stamps like those illustrated below. Students begin to look forward to seeing a "happy face" or an "angel" on their papers.

Robinson Secondary School
Suggested Teaching Approaches
Fairfax, Virginia



The last semester of school I emphasize accuracy rather than speed. The scale is based on speed, but the students are rewarded for accuracy. A five-minute timed writing with no errors is rewarded with an 8 wpm bonus for a grade. One error receives 5 wpm and two errors receive 3 wpm. There is no reward for three errors, and all errors over three result in appropriate decreases in the wpm.

Mike Stephens
Yale High School

For the nine weeks test in Typewriting II, I use material from different practice sets or make up problems of my own for each student. Students have individual problems. For instance, one student may have to compose a letter in response to one I have given them; type a memo and financial statement. Three or four problems will be given depending on the length and type of problems. I have even given them a telephone message. When I ring the bell, they stop their work and write down the message properly. They are allowed about five minutes to organize before they begin; 40 minutes to complete the assignment; and five or ten minutes to proofread, put their work in order, and turn it in.

Nancy Warwick
Bowlegs High School

Correct Papers the Easy Way. Typewriting teachers don't die; they just grade away. One of the best ways to correct papers is to stamp them. Not only is the teacher required to write less, but the students can read stamps more easily. This method is faster, neater, and more legible than a teacher's handwriting. (Examples: Do Not Strike Over, Use Correct Margin, Please Follow Instructions, etc.) The stamps are made commercially by a stamp company and stored on a stamp rack. Using this method has been efficient and successful. Perhaps other typewriting teachers will find this method profitable.

Richard Gaddis
Oologah High School

The first scale is based on gwpm with a cutoff after the fourth error. I use two- and three-minute timed writings for this.

Scale 1
Error - Grade

0 - 100	0 - 83	0 - 75
1 - 99	1 - 82	1 - 74
2 - 97	2 - 81	2 - 73
3 - 95	3 - 80	3 - 72
4 - 93	4 - 79	4 - 71
0 - 92	0 - 82	0 - 74
1 - 91	1 - 81	1 - 73
2 - 90	2 - 80	2 - 72
3 - 89	3 - 79	3 - 71
4 - 88	4 - 78	4 - 70
0 - 91	0 - 81	0 - 73
1 - 90	1 - 80	1 - 72
2 - 89	2 - 79	2 - 71
3 - 88	3 - 78	3 - 70
4 - 87	4 - 77	4 - 69
0 - 90	0 - 80	
1 - 89	1 - 79	
2 - 88	2 - 78	
3 - 87	3 - 77	
4 - 86	4 - 76	
0 - 89	0 - 79	
1 - 88	1 - 78	
2 - 87	2 - 77	
3 - 86	3 - 76	
4 - 85	4 - 75	
0 - 85	0 - 76	
1 - 84	1 - 75	
2 - 83	2 - 74	
3 - 82	3 - 73	
4 - 81	4 - 72	

The second scale is based on gwpm with a cutoff after the fifth error. I use four- and five-minute timed writings for this.

The scale is raised 2 wpm every two weeks. The best timed writing for one week is used for a grade. Adjust wpm increase after the first semester when more emphasis is placed on production. The grading scale we use is 93-100 = A, 86-92 = B, 77-85 = C, 70-76 = D.

0 - 100	0 - 85	0 - 79
1 - 99	1 - 84	1 - 78
2 - 98	2 - 83	2 - 77
3 - 97	3 - 82	3 - 76
4 - 96	4 - 81	4 - 75
5 - 95	5 - 80	5 - 74

0 - 94	0 - 84	0 - 78
1 - 93	1 - 83	1 - 77
2 - 92	2 - 82	2 - 76
3 - 91	3 - 81	3 - 75
4 - 90	4 - 80	4 - 74
5 - 89	5 - 79	5 - 73
0 - 92	0 - 83	0 - 77
1 - 91	1 - 82	1 - 76
2 - 90	2 - 81	2 - 75
3 - 89	3 - 80	3 - 74
4 - 88	4 - 79	4 - 73
5 - 87	5 - 78	5 - 72
0 - 91	0 - 82	0 - 76
1 - 90	1 - 81	1 - 75
2 - 89	2 - 80	2 - 74
3 - 88	3 - 79	3 - 73
4 - 87	4 - 78	4 - 72
5 - 86	5 - 77	5 - 71
0 - 90	0 - 81	0 - 75
1 - 89	1 - 80	1 - 74
2 - 88	2 - 79	2 - 73
3 - 87	3 - 78	3 - 72
4 - 86	4 - 77	4 - 71
5 - 85	5 - 76	5 - 70
0 - 89	0 - 80	0 - 74
1 - 88	1 - 79	1 - 73
2 - 87	2 - 78	2 - 72
3 - 86	3 - 77	3 - 71
4 - 85	4 - 76	4 - 70
5 - 84	5 - 75	5 - 69

David Nollenberger
Medford High School

Chart for Keeping Speed Scores

Name	30	32	34	36	38	40	etc.

Divide speeds into D, C, B. and A amounts. It takes three writings to qualify for a grade, although all three need not be in the same bracket. It is interesting to see the scores go up. Low ones do not penalize; top three count as the final grade.

Delia Morgan
Pryor High School

Students are grade conscious. As a result of this, sometimes "better" students shy away from skill subjects for fear of lowering grade averages.

Give students an opportunity to raise their grades by having them choose sentences of 14 words and then type each sentence in groups of five. Have students proofread their work. Give credit for each line typed plus an extra line credit for each line typed accurately. To raise a daily grade one grade point, the student must type 150 bonus lines.

Juanita Hatfield
Pioneer Pleasant Vale High School

At the end of each nine weeks period, I send a sheet of paper along with the report card stating the percentage basis used to compute the student's grade. Example: 50% = techniques, 30% = timed writings, and 20% = nine weeks test and other quizzes. This not only shows parents my scale, but it also shows students their weak areas so they can overcome them later.

Janice Wingate
Antlers High School

Motivation

Baseball Game (Drill for Accuracy). Draw a baseball field on the blackboard. Choose sides or divide the class in half according to rows. Choose team captains and number students. Have them draw to see who is at bat. Assign a sentence to be typed for one minute or less according to the speed of the class.

Have students check their papers for the number of correct sentences. Start with the captain. If the captain does not have a perfect sentence, that constitutes an out. If one perfect sentence was typed, the captain's name is placed on first base. If four perfect sentences were typed, a home run is scored. If a player is on 1st, 2nd, or 3rd base, the next student must type perfect sentences in order to advance the runner. When three outs are made, go on to the next team. Take writings on new sentences as needed.

Pauline Gray
Kingston High School

For motivation in typewriting, give a few one-, two-, and three-minute speed spurts in which students must stop typing as soon as an error is made. Check to see how many are able to type only one word before having to stop. Give a reward to the student who types the longest.

Sharon Trapp
Fort Towson High School

Pay students for their work (play money, of course). Assign a monetary value to each problem that is completed satisfactorily and tell the students the amount they have earned at the end of the week, month, etc. It also helps if the students help to select their own goals.

Allene Gillespie
Red Oak High School

Teams by rows. Do several timed writings. Assign one student in each row to take the scores of each student and compute the average of that row. Figure nwpm and gwpm and see how they really work to beat the other teams.

Pearl Roundtree
Madill High School

I collected the first typing papers of my class. At the end of two weeks, I returned the papers to the students for them to see. They could not believe they could improve in such a short time. I save lessons at random and do the same thing again. I also keep their first timed writing to return to them every so often to compare with their writings at the time.

Ellen Keen
Carney High School

One of my students who had difficulty finishing assignments liked to do artistic typing, so I used this desire to type a picture as motivation to complete an assigned lesson.

Karen Wheeler
Sentinel High School

Using puzzles for holidays or special occasions works well on Fridays when we have worked hard all week. We use puzzles that go along with what we are studying.

Pat Webb
Graham High School

I use this idea from the Balance Sheet. Students bought grades for technique during the first nine weeks of typewriting. At the beginning, students were issued $10 in paper money. Students had to keep the money in order to buy a grade. If students were found violating proper typing techniques, they were fined for the violations. The amount of the fine depended upon the seriousness of the violation--any amount of the money could be used. I used $2 for eyes not on copy; $2 for improper fingering; $1 for position; and $1 for other violations.

The amount of money left each week determined the student's technique grade for the week. Example: $9-$10 = A; $7-$8 = B; $5-$6 = C; $3-$4 = D.

Suzanne Ritter
Poteau High School

Typing Football. Make an illustration of a football field on the bulletin board. Divide the class into two teams. Students are given one-minute timed writings. Sometimes only speed is considered; other times, in order to advance, there is an error limit.

Both teams start on the 50-yard line. Names are drawn from each team, scores are deducted, and the team member with the higher score gets to advance that many yards. Example: Red team member has scored 65 words--black team member--40 words. The red team advances 25 yards.

Ruth Hankla
Geary High School

We use something different each month to motivate students to work for speed and accuracy at the same time. I use one-minute speed drills. Students have to get so many words with only one error before they get a decoration. Then they have to improve 5 words before they add another decoration.

Since everyone is emphasizing the Bicentennial this year, I made flags for each student. During the month of September they added stars to their flags. During October we had pumpkins made from construction paper with little halloween stickers. This month we are using turkeys.

Sharon Estes
Minco High School

As a motivational device, allow extra points for work over and above the daily or weekly assignments. This can be extra assignments or typing for students and/or teachers.

Dottie Cunningham
Checotah High School

"A Taste of Honey." For the benefit of those students in Typewriting I who are interested in Typewriting II, give them a job or two from the Typewriting II book during the latter days of the school term. The sincere students are encouraged; those less sincere are discouraged; others are challenged.

D. Richardson
Muskogee High School

In order to keep momentum going, to motivate, I make sure my Typewriting I students type something their first day of class. I allow them to type something like their name by the hunt-and-peck system. I date the papers and keep them in their folders. After the year's struggle, and at times when the students feel they have not learned a thing, I return these papers to the students. What better proof can they have that they have learned? This finishes the year with each student having a positive feeling toward themselves and typewriting. I keep an individual folder of each student's work throughout the year.

Reba Reading
Barnsdall High School

Play Typewriting Bingo. I make cards from construction paper using the parts of the typewriter, different things on the placement of letters, spaces in inches, etc. You can use your own ideas, depending upon what points you want to stress. My students enjoy this, especially before tests or vacation. They learn without being aware of the fact that they are studying.

Carolyn Roberts
Wilson High School

I have a World's Greatest Typist trophy in the spring near the close of school. Since classes are interrupted at this time with many other activities, I use this for speed and accuracy. It is passed around to the one with the highest speed and fewest errors on timed writings. The one who has it on the last day of class gets to keep it. I use a $1 trophy, and you can paste on any title.

Maxine Childers
Glencoe High School

To motivate my students, I use a contest called "Round-Robin Basketball Tournament." I divide the class into groups of five. I try to group the teams so that they are evenly matched; therefore, the competition encourages each member of the team to strive a little harder in order to be number one. The contest runs for one week. The prize for the number one team is usually extra points. Along with the weekly contest, I have started a nine weeks tournament. The students enjoy the competition and have not lost interest after six weeks.

Ray Pebsworth
Howe High School

General

A seating chart may be more convenient for noting typing techniques than an individual chart or a class list. Brief notations can be made while observing a row or section of the room. Follow up with more technique emphasis and both group and individual demonstration. Besides aiding in noting typing techniques, it saves having to call the roll every class period.

Falls Church High School
Suggested Teaching Approaches
Fairfax, Virginia

Have games before holidays, such as football, basketball, artistic typewriting, or composing from topics.

Another game the students enjoy is the alphabet game. The students list names, etc. alphabetically that start with the different letters of the alphabet.

Glenda Ivins
Elk City High School

Use kits to introduce students to many business forms used in an office. The kits contain invoices, itineraries, different sizes of envelopes, letterheads, manuscripts, etc. Also introduce filing through the use of kits.

Have the student type a letter asking for a reply and mail it. In this way the students can see how effective their learning about letters can be.

Leslie Lindeman
Pocola High School

I require a certain number of practice pages be due at the end of each week. The number increases as the year goes by This gives the students something to do when they come to class and helps to encourage good work habits.

Glenda Ivins
Elk City High School

Place a list of various topics to be typed on the blackboard. Example: List five states of America, the names of all your classmates, the titles of six songs, etc. I have been using this idea for several years and have had great success with it.

Cecil Sanderson
Eakly High School

Two students sit at the same machine. One types all of the left-hand characters and the other student types all of the right-hand characters. Do one-minute and/or three-minute timed writings. Compute the nwpm and use this number for a score. You will have some noise, but they sure have fun.

Hobart Fannin
Marietta High School

Who Is Looking? Call out a list of letters to be typed. Everyone looks at the teacher while they type. Call out the list again so students can check their papers. The students will know their problem keys immediately. You can divide the class into teams and have a contest. Each letter missed counts against their team. If anyone looks at the keys, their team automatically loses.

Mrs. UpChurch
Mounds High School

After all of the new keys have been presented, use records or tapes (keyboard drills) to reinforce this learning. Blindfold students who attempt to watch their hands. In my classes, this is fun; but some students may resent the blindfold if care is not taken.

Ruth Moore
Blanchard High School

Have students write letters to Santa before Christmas and read the letters back to the class anonymously.

Occasionally have students type duets on typewriters (two students on one machine). One student types all left-hand characters, and the other types all right-hand characters. Then reverse the procedure.

Use Typewriting II students to help with Typewriting I classes if they have study hall during this time. Also use Typewriting II students to help check Typewriting I papers.

Hobart Fannin
Marietta High School

I use a large white poster when we begin our business letter unit. I make the labeled letter parts separately with "plastik tac" on the back. When we learn block, the letter parts for this style are placed in position. As we move to modified, the letter parts are changed. I also have the punctuation. This has helped students learn the parts of a business letter as well as placement of letter styles. Occasionally I let the students place these as a game. By covering the poster board and parts with clear plastic, they are reuseable year after year.

Marlene Breeze
Sayre High School

Teach all students to find the center of any size piece of paper by using the margin scale. (1) Roll the paper in at "0" on the margin scale. (2) Read the number on the margin scale at the right edge of the paper. (3) Divide the right-hand number by two. (4) Use the answer to #3 for the center.

Christina Hunter
Henryetta High School

Laboratory materials for typewriting classes have kept classroom activities from being boring and have better prepared the students for office work.

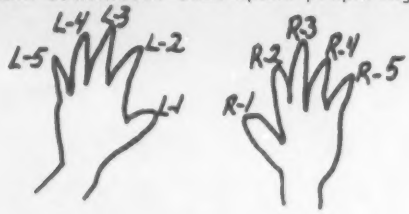
Encourage students to set their own goals for speed. They should build their speed toward this goal but at the same time keep their accuracy.

Display production work on the bulletin board (such as letters, manuscripts, etc.)

Darlene Ethridge
Beggs High School

When I first started teaching typewriting, fingering tests were time-consuming and troublesome. Rather than drawing a keyboard on a ditto master, draw two hands on the board. Mark them right and left, and number the fingers. I call out the alphabet and they put first the hand and then the finger number. This facilitates grading and eliminates time spent preparing the test, as it can be done on the spur of the moment.

Example:



Anita Hasenmyer
Empire High School

s = L-4 Space Bar = R-1
w = L-4 Return = R-5
p = R-5

Assigned Practice Work for Skill Building. Starting the third week of school in Typewriting I, assign lines (about 25) to be typed three times each, with perfect lines marked. The assignment can be made on Friday or Money to be due one week later. Early in the course, assign lines learned the previous week. Later, use alphabetic, balanced-hand, one-hand, phrase, alternate-hand sentences, etc. By using this method of required practice, most of my students gain more speed and accuracy the first semester than they previously gained in one year without it. Grade the practice work (it goes fast if lines are marked) and count as part of the nine week's grade. (Everyone can make 100% on this.) One requirement is that you must make the typewriting room available 20 to 30 minutes before school, during lunch, and after school. This practice is an excellent help for ten minutes left at the end of a class, or on days when part of the class is absent.

Jolene Crowder
Weatherford High School

Number books and typewriters to match and assign the student to a certain typewriter. The student is responsible for keeping the typewriter in good condition and the desk in order. Grades may be assigned by number instead of name, using the number of the typewriter. The numbers on the machines are in plain sight when repair work is needed on a typewriter. It takes only a moment to write down the number instead of hunting for a serial number. When the student feels responsible for a certain typewriter, it cuts down on the amount of maintenance required.

Jacqueline Wickliffe
Anadarko High School

Relay Race

Schedule and Procedure

1. Equal number of students per row--each row constitutes a team
2. One typed paragraph of approximately three sentences--double-spaced
3. One sheet of paper 8½ x 11 or 8½ x 13, depending on the length of the rows
4. The first student in each row puts paper into machine
5. The first student in each row starts typing at the signal
6. The first student completes the paragraph as quickly as possible and passes it to the next student in the row
7. Each student in each row types the paragraph
8. The winning team is the one that finishes first and types most accurately

Evaluation

1. The team captain (first person) checks his/her own copy for errors
2. The team captain checks each other's copy

This may be done on a one-time basis, or perhaps once a week for four to five consecutive weeks to encourage interest and competition.

Madison High School
Suggested Teaching Approaches
Fairfax, Virginia

We make cookbooks to teach the use of stencils.

Lynda Johnson
Mooreland High School

On those days when the class just will not settle down to work, use art typing. The directions should be duplicated ahead of time. It should not be done in excess as busy work. Therefore, when it is used, the students appreciate the break from the everyday routine.

Juanita M. Kelton
Prague High School

My students enjoy typing the mystery game puzzles when they finish their lesson.

To review for tests, I use forms of Bingo. I ask questions and the students put buttons on the correct answers. If some students need more review, let other students be the "Hollywood Squares" and have the teams take turns asking questions. The one whose turn it is to answer the question may either answer or choose a "Hollywood Square" to answer. The points are determined by whether the student agrees or disagrees with the "square," and whether they are correct.

Ann Maloy
Western Vo-Tech (Burns Flat)

Match two students who have about the same speed. Have one of the students type all keys with the left hand; the other student is to type all the right-hand keys. You may stress accuracy or speed. This does require concentration, and it does help on building rhythm.

Janelle Kelley
Ames High School

I have arranged my Typewriting I class in an office-type arrangement. Each student is a member of a typing pool for whatever company they choose. They are to answer to a head of the pool, who is the teacher. They are to follow the book, but each lesson is taken as an assignment for a certain division of the company. Even though they are really following their books, this motivates them to do neater work. They are also given dress-up days in which they earn bonus points. This brings the "office situation set-up" to the school.

Marilyn Dorsey
Wynona High School

We have a problem keeping enough students in our business classes for three full-time business teachers. Many times students do not want to take Typewriting II because they feel it will be much the same as Typewriting I. However, we have manual typewriters in our Typewriting I classes and IBM electrics in our Typewriting II classes. We use this as our selling point. We feel we get more students because they are interested in using a different typewriter.

Wynema Anderson
Ada High School

For a break from the textbook and to give students practical experience, let students type material for office personnel and other teachers. The students are enthusiastic about doing the work correctly and neatly.

Lawana Dansby
Wanette High School

Since we do not have typewriting labs or study hall, I develop the unit on Manuscripts at the same time the students are doing term papers. At the end of the unit, I give the students a week in class to type their term papers for English. This helps to reinforce the learning of manuscripts.

Gloria Bryant
Cameron High School

The students are paid to address meter cards for the local water company. Students are assigned to work for an elementary teacher, doing their typing and duplication work for six weeks.

Anita Bond
Thackerville High School

The best procedure I have found for the maintenance of the machines has been a bulletin board labeled "Machines Repair Chart." Use library book pockets to hold library cards for each machine in the room. Number one pocket and card. (Machines will be numbered, too.) This card may also show the serial number of the machine for future reference purposes. You may need to know which machine needs to be replaced with a newer model.

Using magic marker, color one end of the card. The repair to be made on the machine is written on the card. When a repair needs to be made, the card is turned so that the color shows. All the repairperson needs to do is pull any card that has been turned with the color facing out. The repair needed is already written on the card. When finished, the repairperson will merely mark through the repair entry on the card and return it to the pocket, with the color turned in facing the wall. It is then ready to be used again.

I hope others will find this method as easy to use as I have. It is a lot easier than attempting to keep track of a "piece of paper." Students should not be allowed to write on these cards; only the teacher knows whether or not a machine needs a service repairperson.

Jeanne Thaxton
Edmond Mid-High School

Let the students have a day to type something of their own choice so that they can see the importance of learning to type. Example: Letters, book reports, term papers, etc.

If Civil Service employees are prominent in the area, you can give their speed tests to both Typewriting I and II students. These tests are good for a period of years and give the students an opportunity to go into Civil Service work.

Leslie Lindeman
Pocola High School

Typewriter Covers. Make typewriter covers from clear plastic or whatever you wish. Make them wide enough to cover the top of the typewriter, perhaps 18" x 3" wide and at least 32" x 36" long. Cut holes for the back typewriter legs to fit in so it will stay anchored. This makes it easy to cover and uncover your typewriter quickly and neatly. I used color inside the clear plastic for a more colorful room.

Dottie Cunningham
Checotah High School

Students act as teachers in my typewriting classes. When we rotate to different machines, the student who is leaving the machine explains to the student moving there how to use the machine. The student is proud to be able to explain the parts of the machine. This is a timesaver for the teacher, especially when the room contains several makes and models of machines.

Gussie M. Barnett
Grandfield High School

Reinforce centering skills by making Christmas cards on odd-sized pieces of paper. Use letters such as "x" for the artistic typing part, and center the message inside the card.

We typed a list of tongue twisters one day in class instead of the lesson. The students enjoyed this and have asked me to run off a humorous story for them to type as another activity.

We give the students a blank grid so they can fill in terms. Later, we use this grid as a find-a-word activity.

Catharine Simpson
Purcell High School

To teach the students how to position their hands properly and to keep their fingers curved over the home row keys, I have them make a loose fist and open it so the fingers are positioned correctly. I find the students learn to position their hands more quickly and correctly by using this method than any other method I have tried.

Janelle Kelley
Ames High School

Footrace. We played a game in which each student was given a foot with their name on it. The board was marked off starting with 1-30. This included a finish line which was the zero mark. They were given a worksheet, an assignment, or a ditto sheet to type. They type until the last 10 minutes, circle their errors, and add the total errors. The students turn in their papers and then place their foot under the appropriate category. They are encouraged to compete against a friend for the fewest errors. We have this race once a week until accuracy is improved. This really motivates the students to race and also helps them to cut down on the number of errors.

I also had a category called "too many." If they had more than 30 errors, they were placed in this category.

Marilyn Dorsey
Wynona High School

Whenever we learn something new in punctuation, computing margins, etc. I prepare cards with the rule and place it on my board.

Example: Pica Type 85 strokes horizontally
10 strokes per inch

Elite Type 102 strokes horizontally
12 strokes per inch

I never leave it up for more than a week. It is changed frequently so the students will know it is there to help them but will not be up forever.

Barbara Bryant
Lenapah High School

In assigning practice work, make sure the students understand the need for this particular assignment and the goals they are expected to attain. I also keep supplementary material to be used on an individual basis for improvement in accuracy, and more difficult material for timed writings for more skilled students.

Mildred Wilson
Wright City High School

I feel this could only work in the very small typewriting classes; however, that is exactly the situation I am in, so it works for me. I use individualized instruction in my typewriting classes with each student working at his or her own speed. I set a lesson number that must be reached by the end of the nine weeks, but at the same time encourage students to work at a faster pace. This results in my going over the same material a number of times rather than going over a lesson one time when everyone is working on the same lesson. I do not do this the first nine weeks of my Typewriting I classes.

Elene Roberts
Pittsburg High School

In a school with small classes (25 or less), the teacher sometimes has to be away from the room. I tell my students the nature of my work and check their problems. I name assistants to be in charge while I am away. By stressing their responsibility and cooperation as well as mine, we have had some good work done. They like not having a "babysitter" (their word for a substitute who is not qualified for the class).

Right now, we use a '76 patriotic theme--type 76 words without looking, 76 words with fewer errors, and who will be the first to type 76 wpm with one or two errors.

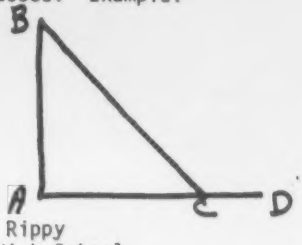
Kathleen Lambert
Elgin High School

Each year the English teacher assigns a research paper to English IV students. I work with the teacher in allowing students to type these in class. We are both available for advice on sentence structure, punctuation, etc. Also, other teachers' reports may be typed in class; however, they are not as organized as the research papers. Any typewriting student who does not have their own research paper to type is given a student's paper who does not take typewriting or who is unable to type.

Carolyn McCarver
Wister High School

Bookholder for Typewriting. These can be made in Shop classes. Example:

A - plywood base
B - solid support brace
C - quarter round
D - trough book bottom fits in



Juanita Rippy
Morris High School

1. Stress production (speedwriting and accuracy)
2. Five-minute speed tests with no more than two errors (making at least 55 nwpm)
3. Do an office practice set for typewriting.
4. Do a filing practice set in which seven different kinds of filing are involved.
5. Do a spelling practice set which is a big help in teaching business students to become better spellers.
6. Require supplementary letter form typewriting by making supplementary materials available on different types or kinds of businesses.

Chester Wohl
Maysville High School

Typewriting II

In Typewriting II, my students especially enjoy field trips to see demonstrations of machines used in business offices that are not available in the classroom; reporting on employment tests; and the operation of a calculator or transcription machine when these are not offered in a machines class.

Jane Doyle
Stilwell High School

Each student in Typewriting II is secretary to a teacher.

Evely Troutt
Helena-Goltry High School

This year in Typewriting II, I am having my students prepare a reference notebook which I want them to use throughout the year. Included in this notebook are letter styles and punctuation, capitalization, placement, and manuscript guides, etc.

Elaine Coram
Arnett High School

For advanced typewriting students whom you are trying to prepare for office work, have them take a handwritten five-minute writing. Then take a five-minute timed writing from the handwritten copy. This enables them to see what office typing will be like by trying to decipher a busy executive's notes.

Dairs Wilson
Ripley High School

Let each student pick a simulation set to work on for nine weeks. They are to work on their own as if they are a secretary for a company. This gives them a chance to use business forms that are already printed.

Marilyn Dorsey
Wynona High School

Sometimes I teach filing along with my typewriting classes. I set up an alphabetical file of students enrolled in the class and have them file their papers by lesson number.

Typewriting students learn to use the duplicator and master sheet preparation by doing work for other teachers in lieu of some textbook lessons.

My students learn stencil cutting and mimeograph machine operation by doing a page now and then for the school newspaper.

When permitted to do so, I take students to vocational schools and colleges to acquaint them with jobs and specific training available.

Hazel Sparks
Hanna High School

To raise a daily grade one grade point, students must type 300 bonus lines. The additional typing practice improves both speed and accuracy as well as raising students' grades.

Juanita Hatfield
Pioneer Pleasant Vale

I have my Typewriting II classes search the want ads in a newspaper to find a job for which they can apply. They write a letter of application and enclose a personal data sheet.

Rosa Reed
El Reno High School

In the second course of Typewriting, emphasize not only typing but office procedures and conduct. Try to have simulated situations that would arise in an actual office situation (use of the phone, greeting visitors, making plane reservations, etc.)

Hope Wofford
Copan High School

During the second semester the students work on a rotating basis. They spend six weeks on a typewriting practice set, six weeks working with the transcribing equipment, and six weeks on a filing practice set with English and spelling guides programmed for the typewriters. We have a two-or three-week session on duplication during the first semester. The students enjoy this, as they can work at their own rate and spend enough time on each to become quite familiar with the area. At least they get a good introduction to the various areas. Also, during the first semester they spend two weeks working with the IBM Executive typewriter with proportional spacing. They have enough variety that they never become bored with the classwork.

Julia A. Dice
Drumright High School

I feel that Typewriting II should partially prepare the student for the business world. This year I have been recruiting all types of work for my students from both the office and the teachers. They have asked to type everything from report cards, Christmas song books, and Fair programs to the school newspaper. For the first time, they seem to realize the importance of accuracy and the need to "do something right." Typing a letter over is one thing, but typing over an entire newspaper is something else.

Susan Powell
Verden High School

I am the only Typewriting II instructor and I get a "drain-in" from different Typewriting I teachers. I find that I have to reteach the basics; so instead of using full-time production work, I teach all the unit requires one day, let them work on the unit a set number of days, and then grade it. Then I give a 30-minute production writing over the typed (previewed) work and the final day of the daily work (each individual paper) on the basis of +4 = A, etc ÷ number of jobs. Then I use full credit word count for a fully mailable letter (all errors corrected) + ½ credit on unmailable letters ÷ time typed for production units. This works for me.

Loxla Maxley
Lone Grove High School

MAIL LOG

Date	From	Subject	Comment	Disposition
1/17	Steve Potts	textbooks	made cc	routed to text-book division

(Suggested for keeping a record of all incoming mail.)

Ann Miruski
Putnam City High School

Assign projects that can serve more than one purpose. For example, in the duplicating unit have each student type and duplicate something that will be of value to each student. Examples: Capitalization rules, word division rules, good grooming tips, telephone techniques, indexing and filing rules, etc. A file folder is set up for each student to store these materials. Special teacher-prepared exercises and projects should be kept in this folder. At the end of the year, a cover page is designed by each student. The class selects the best one and enough copies of the selected cover are duplicated for all students.

Fairfax High School
Suggested Teaching Approaches
Fairfax, Virginia

Daily Reminder. Use a shorthand pad for daily reminders. At the top of each sheet write the date each day. In the left column list everything you need to do or are asked to do. In the right column, make notations such as: Completed; will reply later; etc.

The date should again be written at the bottom of each page. This gives you a permanent record should you need to recall something.

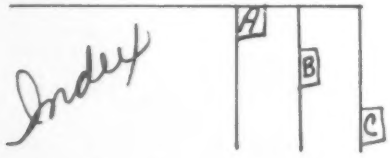
January 15

1. Type payroll	completed ✓
2. call tax office	completed ✓
3. reorder supplys	✓
4. file	coded (not filed)

Ann Miruski
Putnam City High School

Letterbook. Keeping a letterbook is a procedure I learned when working for a private business. To my knowledge, this is not taught in any textbook.

To prepare a letterbook do the following: Purchase a set of alphabet tabs. Stagger them on separate sheets (preferably using ruled paper). When the year begins, number the first letter you type (carbon copy) 1/0. The bottom number indicates how many letters have been written the current year to the addressee. The top number indicates the number of the letter (number in succession by date). File the carbon copies of the letters in the back of the book, always filing the most recent one on top.



Letter to John Cherry dated January 15, 1976, code in top right corner 1/0 of cc. Record in the alphabetic portion as shown.

Date	To	No.
1/15/76	John Cherry	1/0

Ann Miruski
Putnam City High School